



**Report for
Reading Recovery in Europe
2021-22**

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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.

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 3618 children served by Reading Recovery in Europe during the 2021-22 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 2021-22 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 **3618** children served by Reading Recovery during the 2021-22 school year. Of those:

- **2342** children have completed their programmes.
- **1751** of those programmes were successfully discontinued, the children now reading and writing at age-expected levels.
- **591** children made progress but are not yet at age expected levels of attainment. Their programmes are referred back to school.
- **925** children's programmes are ongoing,
- **322** programmes were incomplete and **29** children left the school.

645 professionals were involved in Reading Recovery during 2021-22.

635 professionals entered pupil data for 2021-22. **509** schools were involved, with **597** teachers working in Reading Recovery. **110** teachers were training in Reading Recovery and **487** were attending continuing professional development.

37 Teacher Leaders supported the implementation with **27** of them entering pupil data.

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

References

- Clay, M. M. (2019) An Observation Survey of Early Literacy Achievement, Fourth Edition. Heinemann, United States, NH
- D'Agostino, J.V. & Harmey, S.J. (2016) An International Meta-Analysis of Reading Recovery, Journal of Education for Students Placed at Risk (JESPAR), 21:1, 29-46, DOI: 10.1080/10824669.2015.1112746.
- Hurry, J. 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 joe.ilc@ucl.ac.uk.

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

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

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

Link to articles:

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

1. System Characteristics

In this section, the scale of the Reading Recovery implementation 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 2021-22 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 the first priority.

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

Year group

Children are identified and selected for Reading Recovery around the age of six, after a full year of formal tuition at school. 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 don't. Monitoring of outcomes over many years demonstrates that both groups are equally as likely to be successful and reach literacy levels expected for their age.

Special cohort group

Certain groups of children have been shown to be vulnerable to academic underachievement, including children of travellers, children of asylum seekers or refugees, and children in care.

Table 1a: Number and characteristics of children participating in Reading Recovery in 2021-22 across Europe, all programmes and those who completed

Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Total number of children served	3618	100	2342	100
Entered the programme				
During 2020-21	545	15.1	526	22.5
During 2021-22	3073	84.9	1816	77.5
Gender				
Boys	1903	52.6	1227	52.4
Girls	1714	47.4	1115	47.6
First language				
English	2809	77.6	1835	78.4
Not English	809	22.4	507	21.6
Special cohort group				
No	3527	97.5	2293	97.9
Child in care	44	1.2	25	1.1
Other Priority Group e.g. Armed Services	20	0.6	11	0.5
Asylum seeker / refugee	27	0.7	13	0.6
Ethnicity				
White - Irish	1609	44.5	1050	44.8
White - British (e.g. English, Scottish, Welsh)	806	22.3	542	23.1
White - Any other	326	9.0	227	9.7
White - Maltese	202	5.6	106	4.5
White - Irish Traveller	138	3.8	75	3.2
Black - African	88	2.4	62	2.6
Any other ethnic group	75	2.1	43	1.8
Indian	57	1.6	36	1.5
Mixed - Any other groups	54	1.5	30	1.3
Pakistani	47	1.3	32	1.4
Other Asian/Asian British/Asian Irish	45	1.2	32	1.4
Refused / prefer not to say	38	1.1	21	0.9
Mixed - White and Black African	33	0.9	21	0.9
Mixed - White and Asian	28	0.8	19	0.8
Mixed - White and Black Caribbean	21	0.6	13	0.6
Black - Any other group	20	0.6	14	0.6

Table 1a: Number and characteristics of children participating in Reading Recovery in 2021-22 across Europe, all programmes and those who completed				
Description	All Programmes*		Completed** Programmes	
	number	percent***	number	percent
Bangladeshi	19	0.5	11	0.5
Black - Caribbean	9	0.2	6	0.3
Chinese	3	0.1	2	0.1
Special educational needs status				
No need identified	2080	57.5	1399	59.7
Receiving school-based support	1208	33.4	739	31.6
Has been assessed by a psychologist or other specialist professional	285	7.9	178	7.6
Has a statement of SEN or in receipt of specialist support/funding	45	1.2	26	1.1
Living in Disadvantage (total number of pupils in countries where disadvantage is measured = 1804)				
Yes	719	39.9	489	38.8
No	1085	60.1	770	61.2

*Characteristics are collected at entry. Within this number are children whose programmes are ongoing and will be completed in 2021-22. There are also a very small number of children who left the school and did not complete their Reading Recovery programme.

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

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

Teacher Characteristics

In 2021-22, **635** professionals entered pupil data into the Reading Recovery Evaluation database; **27** of these were Teacher Leaders, **487** were attending continuing professional development and **110** 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, provided continuing professional development for already qualified Reading Recovery teachers teach children and monitor the quality of implementation in schools. To qualify, they engage in a one-year full time course at Masters level.

The professional development (PD) programme for Reading Recovery teachers is one year long and part time, accredited in Europe by The University College, London. Over the course of the year, already-experienced teachers gradually learn the complex techniques, fine grained observation and sound professional judgment required to accelerate the learning of the most difficult to teach children. After this initial year, Reading Recovery teachers are

required to participate in ongoing PD under the support and guidance of their teacher leader, in order to maintain their accredited status.

Table 1b presents the number of professionals working in Reading Recovery in Europe during 2021-22 and how they were deployed. Table 1c presents information on the experience of the 608 Reading Recovery teachers across Europe.

Table 1b: Deployment of Reading Recovery professionals in Europe		
Role	Number of Teachers	Percentage of all teachers
Total number in 2021-22	645	100
RR Teacher + Other Role	39	6.0
RR Teacher + Support Role	178	27.6
RR Teacher + Class Teacher	4	0.6
RR Teacher Only	29	4.5
RR plus support	2	0.3
RR plus other	1	0.2
Teachers only/another role	46	7.1
Teacher Leader	37	5.7
Missing Cases	309	47.9

Table 1c: Experience of Reading Recovery teachers across Europe		
Years of experience	number	percent
Total number in 2021-22	608	100
In training this year	110	18.1
2-3 years after training	164	26.9
4-5 years after training	125	20.6
More than five years	198	32.6
Missing Cases	11	1.8

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 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 2021-22. The longest programmes were 70 weeks long. All of these programmes will have been impacted by the continued disruption due COVID-19, whether due to school disruption in schools or availability of the teachers or pupil absence.

Length of programmes

Reading Recovery is a short-term intervention. There is no prescribed length to children's programmes although teachers work to make programmes meet children's needs in the shortest time that is achievable. This provides opportunities for as many children as possible to benefit. Teachers tend to take a little longer to achieve their goals during the year of training and children who start with very little in place may take longer to get under way.

Table 2a - Weeks and lessons of children who have completed Reading Recovery, by programme outcome					
Outcome/Time	Minimum	Maximum	Mean	Std. Deviation	Missing Cases
Accelerated progress – Discontinued					
Total Pupils - 1751					
Weeks	5	43.0	20.2	5.5	1
Lessons	12	155	72.4	19.8	N/A
Missed lessons	0	103	27.0	16.6	2
Progress – Referred					
Total Pupils - 591					
Weeks	10	52	21.3	4.9	N/A
Lessons	26	153	74.9	18.1	1
Missed lessons	0	86	31.0	16.8	2

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.

Attendance data for **2342** completed programmes were available – **1751** with successfully discontinued programmes, **591** referred. Attendance records give some insight into the main cause of disruption to lessons. Data from **2342** pupils are included in Table 2b below. All of the programmes reported below were impacted by COVID-19. Data shows that whilst schools were open, lessons were most frequently disrupted by child absence, with teacher unavailability the second most frequent cause.

The lack of daily lessons necessitates the need for longer programmes meaning teachers do not move on to identify and teach further pupils in need of a programme place as quickly or as frequently as they could have. The longest programmes were 52 weeks in duration.

Table 2b: Weeks and lessons missed, completed programmes					
Number of Pupils = 2342	Minimum	Maximum	Mean	Std. Deviation	Missing Cases
Number of Weeks Within Programme	5	52	20.5	5.4	1
Number of Lessons Within Programme	12	155	73.0	19.4	1
Number of Lessons Missed Due To Child's Absence	0	74	11.0	9.4	2
Lessons Missed Due To Child's Unavailability	0	40	2.6	3.1	2
Lessons Missed Due To Teacher's Absence	0	60	5.6	6.2	2
Lessons Missed Due To Teacher's Unavailability	0	71	8.8	8.9	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. 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 4.0 more missed lessons than those who were successful and that lessons missed were most frequently due to child absence. The second most frequent reason for missed lessons was teacher unavailability.

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 Children (N = 2342)					
Number of lessons	25706	5969	13197	20568	65440
Mean	11.0	2.6	5.6	8.8	28.0
Missing Cases	2	2	2	2	2
Accelerated progress (Discontinued) (N = 1751)					
Number of lessons	18017	4327	9582	15245	47171
Mean	10.3	2.5	5.5	8.7	27.0
Missing Cases	1	1	1	1	1
Progress (Referred) (N = 591)					
Number of lessons	7689	1642	3615	5323	18269
Mean	13.0	2.8	6.1	9.0	31.0
Missing Cases	1	1	1	1	1

3. Effectiveness of Reading Recovery

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

Programme outcomes

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

1. **Accelerated Progress (Discontinued)**: These children have made sufficient progress in literacy learning, within the time available, to catch up with the average band for their class and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support.
2. **Progress (Referred)**: The children have made progress but have not reached the average band in literacy and will continue to need additional support.
3. **Ongoing**: These children started the programme late in the school year, and have not yet completed it, but will do so in the new school year.
4. **Incomplete**: These children were part way through their series of lessons when the programme was ceased.
5. **Left**: These children left the school part way through their programme.

Table 3a: Programme outcomes for children receiving Reading Recovery, by programme completion, across Europe

Outcome	All Programmes		Completed Programmes	
	Number	Percent	Number	Percent
Accelerated progress (Discontinued)	1751	48.4	1751	74.8
Progress (Referred)	591	16.3	591	25.2
Ongoing	925	25.6	N/A	N/A
Incomplete	322	8.9	N/A	N/A
Left	29	0.8	N/A	N/A
Total	3618	100	2342	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 the programme across Europe

Characteristic						
	Number of children	%*	Mean Number of Lessons	Entry Mean Book Level	Exit Mean Book Level	Accelerated progress
All children						
	2342	100	73.4	1.6	15.8	74.8
Entered Reading Recovery						
During the school year 2020-21	526	22.5	80.3	1.5	16.3	71.7
During the school year 2021-22	1816	77.5	71.3	1.6	15.6	75.7
Gender						
Boys	1227	52.4	74.1	1.4	15.8	74.1
Girls	1115	47.6	72.5	1.7	15.7	75.5
First language						
English	1835	78.4	73.8	1.5	15.6	72.8
Not English	507	21.6	71.8	1.8	16.5	81.9
Special cohort group						
No	2293	97.9	73.4	1.6	15.8	74.9
Child in care	25	1.1	73.3	1.0	14.3	68.0
Other Priority Group e.g. Armed Services	11	0.5	75.6	1.6	16.6	63.6
Asylum seeker/refugee	13	0.6	67.5	1.7	15.5	76.9
Ethnicity						
White - Irish	1050	44.8	77.5	1.2	15.7	73.1
White - British (e.g. English, Scottish, Welsh)	542	23.1	67.2	2.3	15.7	74.2
White - Any other	227	9.7	75.2	2.3	16.3	80.6

White - Maltese	106	4.5	68.9	0.7	17.7	88.7
White - Irish Traveller	75	3.2	71.7	0.6	11.7	42.7
Black - African	62	2.6	70.6	1.6	17.2	82.3
Any other ethnic group	43	1.8	71.2	1.5	16.0	79.1
Indian	36	1.5	72.1	1.8	16.3	83.3
Other Asian/Asian British/ Asian Irish	32	1.4	70.9	2.0	16.3	81.3
Pakistani	32	1.4	66.8	2.4	16.5	81.3
Mixed - Any other groups	30	1.3	76.4	0.9	15.1	70.0
Refused / prefer not to say	21	0.9	77.8	1.9	15.6	66.7
Mixed - White and Black African	21	0.9	69.0	1.0	16.0	85.7
Mixed - White and Asian	19	0.8	73.5	2.0	14.5	78.9
Black - Any other group	14	0.6	71.4	1.1	17.1	85.7
Mixed - White and Black Caribbean	13	0.6	60.4	2.9	15.9	76.9
Bangladeshi	11	0.5	71.9	1.4	15.2	72.7
Black - Caribbean	6	0.3	54.5	3.2	14.3	83.3
Chinese	2	0.1	56.0	1.5	20.0	100
Special Educational Needs Status						
No need identified	1399	59.7	71.9	1.9	16.5	81.9
Receiving school-based support	739	31.6	74.2	1.1	14.9	66.0
Has been assessed by a psychologist or other specialist professional	178	7.6	79.5	1.0	13.6	56.2
Has a statement of SEN or in receipt of specialist support/funding	26	1.1	83.3	1.8	14.9	65.4

*Percentages are column percentages calculated within each sub-heading

Average scores at entry and exit

Children selected for Reading Recovery are the lowest achieving in their age group, as measured by six measures of early literacy which together comprise the Observation Survey (Clay, 2019). These measures are Book Level (captured by running record of text reading), Letter Identification, Concepts about Print, Word Reading Test, Writing Vocabulary and Hearing and Recording Sounds in Words. In addition, the British Abilities Scale Word Reading assessment provides an external standardised assessment.

Reading Recovery lessons cease and the programme is discontinued when children are judged to have an efficient reading and writing process in place and to be operating within the average band for their class and age. This judgement is validated through assessment outcomes and discussion between the Reading Recovery teacher and the pupil's classroom teacher.

Children who do not achieve the accelerated progress required for the programme to be discontinued are referred back to the school for longer term support.

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

Total Pupils for Europe	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														
3618	1.50	2.3	40.0	11.7	11.7	3.8	7.2	6.1	9.6	9.0	19.6	10.6	6.5 (5 years 4 months)	8.1
At exit - All completed programmes														
2342	15.8	4.5	51.5	4.2	19.6	3.0	20.8	3.7	34.2	15.4	33.9	4.9	28.1 (6 years 4 months)	12.7
At Discontinuation - Accelerated progress														
1751	17.7	3.0	52.4	2.8	20.3	2.5	21.9	2.0	37.8	14.7	35.2	2.8	32.3 (6 years 4 months)	10.8
At referral (progress)														
591	10.2	3.7	49.0	6.1	17.4	3.1	17.3	5.1	23.5	12.4	30.1	7.1	15.7 (5 years 10 months)	9.2

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

In 2020-21, we reported that average book level on entry to Reading Recovery across Europe was 1.50. Data collected from pupils entering Reading Recovery in 2021-22 indicates that entry reading levels in participating schools were broadly the same as in 2020-21, with a mean score of 1.49. 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 and 2021-22.

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 2021-22														
N= 3618	1.49	2.25	40.04	11.71	11.70	3.77	7.20	6.14	9.63	8.97	19.57	10.60	6.49 (5 years 4 months)	8.06
All pupils at entry in 2020-21														
N = 2747	1.50	2.20	39.84	12.05	11.58	3.85	7.05	6.30	9.38	8.51	19.38	10.67	6.48 (5 years 4 months)	7.81
All pupils at entry in 2019-2020														
N= 1523	1.53	2.01	41.50	10.71	11.68	3.71	7.53	5.97	9.36	8.40	20.40	10.18	6.79 (5 years 4 months)	7.50
All pupils at entry in 2018-2019														
N= 4322	1.96	2.44	43.02	10.16	12.08	3.80	8.87	8.02	10.97	9.33	22.23	9.98	8.14 (5 years 7 months)	8.01

Progress after Reading Recovery by exit status

After the completion of their programmes, children are carefully monitored as they adjust to the withdrawal of daily intensive support. Some children may find their progress temporarily checked as they make this adjustment.

Follow-up data collected three months after Reading Recovery programme had ceased were available for **1159** pupils. These pupils will have completed their programme between April 2021 and April 2022.

Follow-up data collected six months after Reading Recovery programme had ceased were available for **688** pupils. These programmes will have ended between January 2021 and January 2022.

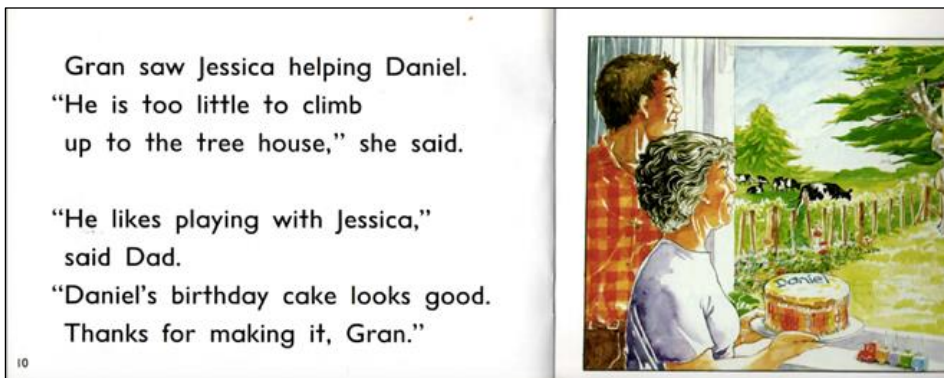
Not all of the children who completed their programmes had reached the point of follow-up monitoring at three months and six months after their programme was completed. Follow-up data for pupils finishing their programmes during or after May 2022 will be part of the report for 2022-23.

Table 3d: 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	997	17.9	3.0	38.9	14.6	33.2 (6 years 4 months)	10.8
At three month follow-up	858	19.4	4.3	42.6	17.3	38.9 (6 years 7 months)	12.6
At six month follow up	507	21.6	4.2	49.7	18.9	45.0 (6 years 10 months)	11.8
Referred							
At referral	348	10.0	4.2	23.4	11.8	16.0 (5 years 10 months)	9.4
At three month follow-up	301	10.2	5.1	26.0	13.7	19.5 (5 years 10 months)	11.2
At six month follow up	181	11.7	5.4	31.0	15.4	23.1 (6 years 1 month)	11.7

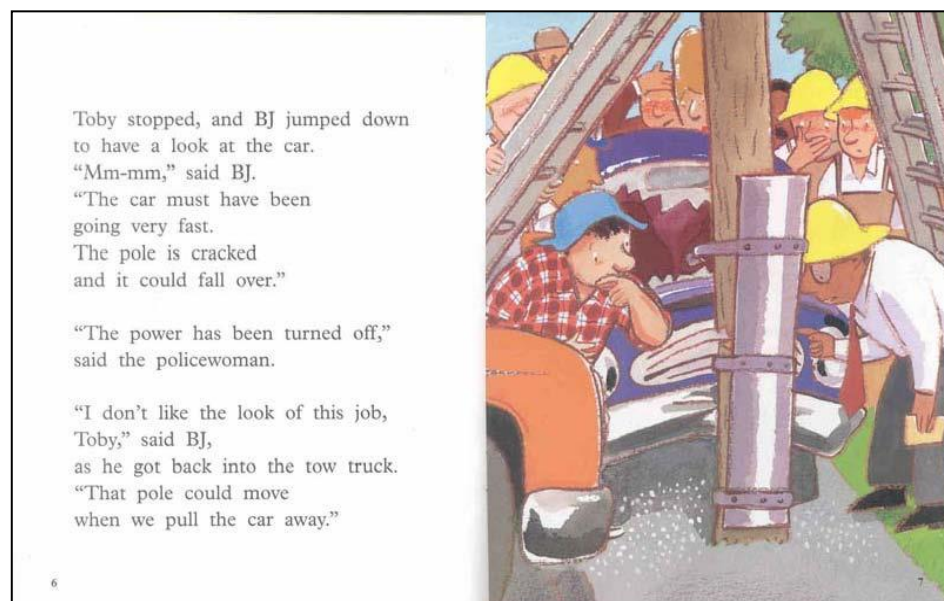
Appendix A: Progress in Reading Recovery



Typical text
at Reading
Recovery
book level 1



Typical text
at Reading
Recovery
book level 10



Typical text
at Reading
Recovery
book level 16

