

# Evaluation of Every Child a Reader (ECaR): Technical report

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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## 1 INTRODUCTION

- 1.1 This is the technical report for the independent evaluation of the Every Child a Reader (ECaR) programme - a mixed-method multi-faceted programme of research to investigate the implementation, impact and value-for-money of the intervention. It has been prepared on behalf of the Department for Education by a consortium of the National Centre for Social Research (NatCen), the Institute for Fiscal Studies (IFS), Colin Harrison and Gill Johnson of the University of Nottingham and Susan Purdon of Bryson Purdon Social Research (BPSR).
- 1.2 The ECaR programme was developed by a collaboration of the KPMG Charitable Trust with the Institute of Education and Government. It was supported financially by Government, a group of charitable trusts and business, and the LAs and schools who part funded their own implementation. The KPMG Charitable trust (later Every Child a Chance Trust) oversaw its development between 2005 and 2008. In 2008, the then-Government committed to a national roll-out of ECaR. This began under the management of National Strategies, working in partnership with the Reading Recovery national network at the Institute of Education, with the intention that by the academic year 2010-11, 30,000 pupils a year would access reading support through ECaR.
- 1.3 ECaR offers a layered, three-wave approach to supporting children with reading in Key Stage 1 (Years 1 and 2). Wave 1 is the 'quality first teaching' which all children receive through class based teaching. This encompasses the simple view of reading (focusing on word recognition and language comprehension) and systematic phonics where children are taught to sound out words. Wave 2 small group (or less intensive one-to-one) intervention is aimed at children who can be expected to catch up with their peers with some additional support. The main intervention under Wave 3 is 'Reading Recovery' which is aimed at the lowest attaining five per cent of children aged five or six who are struggling to learn to read.
- 1.4 The evaluation was designed to investigate the (1) implementation, (2) impact and (3) value for money of ECaR and the main report is structured around these areas. Table 1.1 shows the approaches used to investigate each area.
- 1.5 This report presents the methodology of each strand of work.

**Table 1.1 Methods used in evaluation**

Strand of work	Evaluation strand		
	Implementation	Impact	Value for money
Local authority and school surveys	X		
Local authority case studies	X	(X)*	
School case studies	X	(X)*	
Stakeholder interviews	X		
RR observations	X		
Impact analysis using administrative data		X	
RR relative impact analysis		X	

RR impact assessments	X	
Value for money analysis		X

\*The school case studies provided perceptions (rather than evidence) of impact.

1.6 The timetable of the fieldwork is shown in the table below.

**Table 1.2 Timetable of fieldwork**

<b>Strand of work</b>	<b>Nov-Dec 09</b>	<b>Jan-Mar 10</b>	<b>Apr-Jun 10</b>	<b>Jul-Sep 10</b>	<b>Oct-Dec 10</b>
Local authority case studies	Development of fieldwork materials and recruitment	Fieldwork	Initial Analysis		Analysis
School case studies/observations			Development of fieldwork materials and recruitment	Fieldwork	Analysis
Implementation surveys in local authorities	Questionnaire development	Fieldwork (Mar-Apr)	Editing	Analysis	
Implementation surveys in schools	Questionnaire development		Fieldwork	Analysis	
Reading Recovery school impact study	Questionnaire development	Recruitment and pupil selection	Assessments (Jun-Jul)	Matching and data preparation	Analysis

## **2 IMPLEMENTATION SURVEYS OF LOCAL AUTHORITIES AND SCHOOLS**

### **2.1 Overview and aims of this strand**

The implementation strand involved surveys of schools and local authorities (LAs) looking at all aspects of the roll out and management of ECaR at school and LA level. The local authority surveys were completed by ECaR managers and Teacher Leaders. At school level, they were completed by head teachers and Reading Recovery teachers. The aim was to combine the findings from the quantitative surveys with the qualitative data to explore implementation and delivery.

### **2.2 Sampling**

#### **2.2.1 Overview**

No sampling was required for the LA surveys since all LAs in the ECaR programme were included. Surveys were sent to 126 ECaR managers and 49 Teacher Leaders in each relevant LA / consortium.

The sample for the school survey was a stratified random sample. The sample frame was all schools delivering ECaR in the academic year 2009/2010. Within each school the head teacher and Reading Recovery teacher was asked to complete the survey.

In order to minimise the burden on schools, the sample frame excluded the ECaR schools taking part in the impact strand, including the pilot stage.

#### **2.2.2 Sampling Process**

The process for drawing the school sample had the following stages:

- The sampling frame was constructed with reference to the Unique Reference Numbers (URN) for all schools participating in ECaR provided by the Department for Children, Schools and Families.
- Schools that had been selected to take part in the impact study were removed from the sample frame.
- The list was sorted by Government Office Region (GOR) in order to implicitly stratify by region and ensure regional representation in the sample. Within GOR the sample was sorted by year of entry to the programme.
- A stratified random sample of 752 ECaR schools was selected. Schools that joined the programme in 2007/08 or 2008/09 were over-sampled to account for disproportionate representation in the sample frame because of the above exclusions.

- Checks were then run to make sure that the resultant sample was proportional to the population in terms of GOR, and year of entry within GOR.

## **2.3 Questionnaire design and piloting**

### **2.3.1 Questionnaires for LAs**

The questionnaires for ECaR Managers and Teacher Leaders covered two broad areas relating to the implementation of ECaR, namely:

- How ECaR is managed within the local authority:
  - Administrative and financial management of the program (including sustainability of arrangements and consortium arrangements);
  - Recruitment, training and management of Teacher Leaders;
  - Monitoring and quality assurance procedures;
  - Selection of schools for ECaR (criteria, process etc);
- How Teacher Leaders administer the program and their experiences of the program:
  - Main role within the program;
  - Types of support provided to schools and ECaR teachers;
  - Ways of networking and contacting schools;
  - Views and experiences of Teacher Leader training.

The questionnaires were emailed to ECaR Managers and Teacher Leaders.

### **2.3.2 Local Authority survey pilot**

The main aims of the pilot were to:

- test the survey questionnaires for ECaR Managers and Teacher Leaders;
- test the survey documents and procedures;
- gain feedback from respondents on the content and structure of the questionnaires.

Five Local Authorities were approached to take part in the pilot. In order to reflect the profile of LAs in the programme (as identified using management information collected by National Strategies), the following criteria were taken into account to select the pilot sample<sup>1</sup>:

- Three LAs with a Reading Recovery centre, two without;
- Four LAs joining in 2008/09 (or earlier); one joining in 2009/10;
- Three LAs with two Teacher Leaders working in the LA; one with one; one with a Teacher Leader in training;
- One single LA; the rest operating in consortia;

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<sup>1</sup> The selection also ensured that there was no overlap with LAs selected for the qualitative case studies.

- Regional spread (one in each of London, South West, North West, East Midlands and South East).

Within each selected LA, both the main LA contact (ECaR manager) and one Teacher Leader were contacted to pilot each instrument. Contact details for ECaR managers and Teacher Leaders were provided by the Institute of Education, supplemented by information from National Strategies. In total three ECaR managers and three Teacher Leaders responded to the pilot across four different LAs.

### **2.3.3 Contacting Local Authorities**

Within each selected LA, the main LA contact and Teacher Leader were each sent an advance letter in the week commencing 14<sup>th</sup> December 2009. The letter invited them to take part in the pilot and gave them information about the study. This first contact was followed up by an email in the first week of January 2010. This email was sent to each respondent individually with a Word questionnaire as an attachment. The email gave full instructions on how to complete the questionnaire and provide feedback. Respondents were asked to return the questionnaire electronically by a given deadline. Prior to the deadline email and/or phone call contact was made with each respondent to answer any queries and encourage them to return their questionnaires. Six completed questionnaires were returned by the 18<sup>th</sup> January: three from ECaR managers and three from Teacher Leaders. Two Teacher Leaders and one ECaR manager provided written feedback on the questionnaires. Researchers also contacted one Teacher Leader and two ECaR Leads directly to acquire additional feedback.

### **2.3.4 Post pilot amendments**

#### **Amendments to fieldwork documents**

Respondents were asked for their feedback on the advance letters and covering email. No amendments were needed to these documents which were seen as clear and comprehensive. Some clarification was needed to explain that both Teacher Leaders and ECaR managers were being asked to complete questionnaires. Clarification was also needed to encourage respondents to consult with their colleagues on the questionnaires if required.

#### **Amendments to survey procedures**

Some of the LAs had an email system which automatically quarantined emails with an attachment. For the main stage a procedure was put in place (each email sent generated the receipt of delivery and the notification of that email being read by recipient) so that this situation could be identified and dealt with accordingly.

#### **Amendments to the survey instruments**

Characteristics of the ECaR managers who responded to the questionnaire varied according to the length of time they had been in post (from a few years to a few months), their main role in the programme and the time of entry to ECaR (two LAs joined in 2008/09, one in 2009/10).

There was a need to shorten the questionnaire. The LA contacts struggled to complete it in the short timescale available. The cost section was seen as the most burdensome part of the form and it was difficult to provide answers without looking up

the required information or asking other colleagues to find this information. Respondents confirmed that in general they would be able to provide the cost information for the categories requested but it was decided to streamline this section and to prioritise key pieces of information. Routing was generally followed correctly as well as other instructions such as 'tick all that apply'. In some instances however, respondents had over-looked instructions about how many answers they could tick. The instructions were re-formatted to make this clearer.

One respondent sent back a blank questionnaire by mistake. To avoid this in the main stage a note was added in the instructions and the questionnaire itself to remind respondents that the form needed to be saved as this is not done automatically.

### **2.3.5 Main stage fieldwork**

The main stage survey of LAs took place in March – April 2010. Questionnaires were emailed to 126 ECaR managers and 49 Teacher Leaders. Reminders were made by email and telephone.

### **2.3.6 Questionnaires for schools**

The surveys of head teachers and Reading Recovery teachers were carried out with paper questionnaires.

The head teacher questionnaire covered the following implementation issues:

- Administrative, financial and strategic management of the programme, relative priority of ECaR;
- Interaction with local authority;
- Adequacy of staffing, training, resources etc;
- Views of training and professional development provided under the programme;
- Recruitment/retention and other issues relating to Reading Recovery Teachers;
- Barriers and facilitators to implementation;
- Future sustainability of the programme.

The Reading Recovery teacher questionnaire covered the following implementation and delivery issues:

- Administrative and logistical management of the programme;
- Usage of individual interventions;
- How parents, pupils and other staff members engaged with the programme;
- How pupils were selected and 'discontinued'<sup>2</sup> from individual interventions;

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<sup>2</sup> Meaning that children taking part in Reading Recovery had made sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and were judged to be likely to continue learning at the same rate as their peers, without the need for further special support.

- The nature of follow-up support for those referred<sup>3</sup>;
- Views and uptake of training and professional development.

### **2.3.7 School surveys pilot**

Twenty-nine<sup>4</sup> schools were approached to take part in the pilot with the aim of ten schools responding. In order to reflect the profile of ECaR schools and RR teachers in the programme (as identified using management information collected by National Strategies), the following criteria were taken into account to select the pilot sample<sup>5</sup>:

- at least five each with teachers training in 2009-10, 2008-09, 2007-08 and 2006-07;
- at least 20 with one RR teacher; at least five with two teachers;
- located in different GORs to ensure geographical spread;
- at least three in non-urban locations (the rest in urban locations).

Within each selected school, the head teacher and RR teacher (if necessary, one selected at random) were contacted to pilot each instrument. Contact details for RR teachers were provided by the Institute of Education, and school contact details (including head teachers' name) were extracted from Edubase. In total six head teachers and 16 RR teachers responded to the pilot across different schools.

All schools in the pilot sample were called by NatGen's Telephone Unit prior to the fieldwork and contact details of head teachers and RR teachers were confirmed with schools. In a few cases records were updated accordingly as details had changed. Within each selected school, the head teacher and RR teacher were sent a covering letter and questionnaire in the w/c 15th February. The letter invited them to take part and gave them more information about the study. Respondents were asked to return the questionnaire in a pre-paid envelope by a given deadline and were given two weeks to respond. In total six headteachers and 16 RR teachers responded to the pilot across different schools.

### **2.3.8 Post pilot amendments**

#### **Reading Recovery Teacher questionnaire**

Respondents were asked to comment on the questionnaire itself and any other aspects of the ECaR programme. The questionnaire generally worked well.

Characteristics of the RR teachers who responded to the questionnaire varied according to the length of time they had been in post (from those who completed their training in 2000, to those who only started working as a RRT in September 2009). The majority of the teachers were in post for two or three years. One respondent was still due to start training as a RRT and therefore was unable to answer many questions.

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<sup>3</sup> Meaning the Reading Recovery children had made progress, but had not reached the average band in literacy and would continue to need additional support.

<sup>4</sup> Originally the sample consisted of 30 schools but one of the selected schools no longer had a RR teacher.

<sup>5</sup> The selection also ensured that there was no overlap with schools selected for the impact strand of evaluation.

Routing was generally followed correctly as well as other instructions such as: 'tick all that apply' or 'write in number'. Almost all respondents answered every question they were supposed to provide an answer for, including open-ended questions. The open-ended questions provided a breadth of useful and interesting data. In several cases 'Please specify' questions caused some level of misunderstanding or were left blank. From the answers provided, it appeared that in the case of some of the questions relating to wave 2 and wave 3 interventions those RR teachers who were quite new to the post were not able to answer the questions. This issue was addressed by adding 'too early to say' option as appropriate.

### **Head teacher questionnaire**

Generally, the questions were answered as intended and respondents did not report any specific difficulties. Routing was followed correctly. The cost section appeared not to have caused any specific issues as all respondents provided costs as applicable. All but one provided these per academic year not financial year. However, it was decided to keep the flexibility of specifying academic or financial years in case there was more variety at the main stage. The only question that appeared to cause some difficulties was the one asking for full-time equivalent salary costs for the staff involved in ECaR. Three out of six respondents left these blank, but were nonetheless able to report hours spent. Two out of those who did enter salary cost, provided them per hourly rate and one gave annual salary cost. This question was revised for the main stage.

### **2.3.9 Main stage fieldwork**

The main stage surveys of schools took place in April – May 2010. Questionnaires were sent to head teachers and Reading Recovery teachers in 752 schools. Reminders were made by letter and telephone.

## **2.4 Data Processing**

### **2.4.1 LA Survey**

Questionnaires were returned by email and transferred from Word Form into Excel database. A series of checks were carried out to ensure that the data were transferred correctly. The data from Excel was then transferred into SPSS where a more comprehensive data cleaning process was carried out. This included routing, consistency checks and data validity. Any changes to the dataset were recorded in the SPSS syntax and a note made in the report where applicable.

### **2.4.2 School Survey**

Questionnaires were returned by post to NatCen's Operations Department and booked in by the Project Team. Questionnaires were visually inspected to ensure there were no problems of completion that would affect the data entry process. Data were keyed in according to a card and column system.

After data entry, the data was submitted to a comprehensive 'edit' programme that exhaustively checks valid ranges and routing, and makes additional checks on consistency and plausibility. The edit was carried out by members of the Project Team at NatCen. Error reports were referred back to the original questionnaire documents by experienced editing staff and individual corrections were specified until

reruns of the edit programme confirmed that the data were 'clean'. Queries on action to be taken were passed to the researchers. Records were kept of decisions taken and changes made to the data.

## 2.5 Response rates

Table 2.1 illustrates the response rates achieved for the LA and school surveys.

**Table 2.1 Main stage response rates for implementation surveys**

Sample	Number issued	Questionnaires returned (n)	Questionnaires returned (%)
	n	n	%
<b>Local Authorities</b>			
ECaR Manager	126	81	64%
Teacher Leader	49	39	80%
<b>Schools</b>			
Head teachers	752	414	55%
RR teachers	752	571	76%

## 2.6 Weighting and analysis

A teacher selection weight was not necessary since there was only one head teacher and RR teacher per school.

School selection weights were not required since there were no differential selection probabilities according to GOR or year of entry to ECaR.

Non-response weights were not needed since there was no evidence that certain types of schools were more likely to respond than others. Table 2.2 displays the comparison between schools in the ECaR population, in the sample and those in the responding population. The responding schools were compared to the ECaR population in terms of the key school characteristics and there were not any statistically significant differences. This confirms that non-response weights would not substantially improve the survey estimates.

In terms of teacher non-response, not all schools had responses from both Reading Recovery and head teachers and therefore it is possible that there is potential for bias in terms of the type of teacher who responded. This has not been investigated any further as teacher characteristics were not available.

**Table 2.2 Comparison of ECaR sample schools with ECaR responding schools**

	ECaR All schools		ECaR Sample		ECaR Responders	
	Frequency	%	Frequency	%	Frequency	%
<b>Year of Entry to ECaR</b>						
2009/10	623	37.6	290	38.6	253	39.0
2008/09	498	30.0	221	29.4	194	29.9
2007/08	284	17.1	127	16.9	107	16.5
2006/7 or before	254	15.3	114	15.2	94	14.5
<b>GOR</b>						
East Midlands	108	6.5	44	5.9	43	6.6
East of England	112	6.8	52	6.9	46	7.1
London	362	21.8	162	21.5	129	19.9
North East	67	4.0	32	4.3	28	4.3
North West	244	14.7	110	14.6	91	14.0
South East	194	11.7	84	11.2	75	11.6
South West	150	9.0	73	9.7	70	10.8
West Midlands	181	10.9	89	11.8	73	11.3
Yorkshire and the Humber	241	14.5	106	14.1	93	14.4
<b>Type of Establishment</b>						
Academies	~	0.1	~	0.1	~	0.2
Community School	1284	77.4	577	76.7	507	78.2
Foundation School	~	0.1	10	1.3	9	1.4
Voluntary Aided School	29	1.7	114	15.2	88	13.6
Voluntary Controlled School	235	14.2	50	6.6	43	6.6
<b>Urban / Rural indicator</b>						
Hamlet and Isolated Dwelling -	~	0.2	~	0.1	~	0.2
Town and Fringe - less sparse	58	3.5	30	4.0	26	4.0
Town and Fringe - sparse	~	0.2	~	0.1	~	0.2
Urban > 10k - less sparse	1569	94.6	703	93.5	603	93.1
Village - less sparse	23	1.4	15	2.0	15	2.3
Village - sparse	~	0.1	~	0.3	~	0.3
<b>Ofsted Special Measures</b>						
In special measures	29	1.7	13	1.7	10	1.5
Not in special measures	1630	98.3	739	98.3	638	98.5

~ Less than 5 schools

Descriptive analysis of the survey data was carried out in SPSS.

## **3 QUALITATIVE CASE STUDIES AND INTERVIEWS**

### **3.1 Overview and aims of this strand**

The qualitative study was designed to explore in greater depth the implementation and delivery of the ECaR programme at Local Authority and school level. The objectives were to identify the strengths and weaknesses of the delivery model, explore fidelity to the ECaR model and assess challenges to quality and sustainability.

A layered case study approach was adopted to meet these objectives. Case studies can provide both breadth and depth and enable researchers to uncover detailed accounts within cases and understand differences between cases. Our approach had three stages designed to inform and complement each other:

- A scoping stage with key National Stakeholders
- 16 case studies at the Local Authority level
- 16 case studies at school level drawn from within the 16 local authorities

### **3.2 Scoping stage**

In order to make an informed selection of local authorities and schools, a brief scoping stage was conducted comprising interviews with national stakeholders. The aim of these interviews was to ensure that the study captured the full breadth and depth of the relevant issues and to inform the sampling strategy for subsequent stages of the research. The interviews also enabled researchers to gain a detailed understanding of the ECaR programme and how it was intended to be implemented and delivered in theory. A list of stakeholders from the Department for Children, Schools and Families, National Strategies and the Institute of Education was drawn up by the research team in collaboration with the Department. Stakeholders were initially contacted by letter (Appendix G) to introduce the research team and the study and to invite participation. This was followed by a telephone call from a member of the research team to discuss participation and arrange an appointment for interview.

In total, eight interviews were conducted with senior representatives from the three organisations. Interviews lasted up to an hour-and-a-half and were structured in accordance with a topic guide developed specifically for this set of interviews by the research team (Appendix H). They focused on the participant's role in ECaR, the management of the programme at a national and local level, views on relationships with key stakeholders and the performance of the programme to date. A brief analytical framework was devised and notes entered into this to ensure that key issues and themes were captured from each interview. These data were used to inform the development of topic guides and other fieldwork materials for subsequent phases of the study.

### **3.3 Stage 1 case studies**

The two-stage qualitative case study design was adopted so that the purposive selection of the Stage 2 in-depth case studies at a school level was based on the most comprehensive evidence base possible. Information from the scoping stage was used to make an initial selection of local authorities. Discussions with local

authority staff enabled the selection of the LAs for the stage 1 case studies and the identification of the key sampling criteria for schools for the stage 2 case studies. The Stage 1 case studies provided the main sources of data for studying the implementation of ECaR at LA / consortium level.

### **3.3.1 Sample design and selection**

For the first stage of case studies all Local Authorities delivering ECaR were mapped according to key criteria from information supplied by National Strategies:

- *Location context:* three-way classification of urban/rural setting (predominantly urban, predominantly rural, significantly rural)
- *Size of LA:* based on number of pupils on the LA roll (Small= 2,530-14,430, Medium= 14,431-29,770 and Large=29,771-108,800)
- *Levels of deprivation:* based on proxy of percentage of pupils eligible for Free School Meals (Low=3.8-10.6, Medium=10.7-21.2 and High 21.3-47.5)
- *Delivery model:* whether they were delivering ECaR within a consortium or as an individual LA.

Information was also collected on the number of Teacher Leaders employed, the number of LAs in the consortium and the year they joined the programme. We have excluded this data from the achieved sample table below to protect their anonymity. Sixteen local authorities were then purposively selected to ensure the full range and diversity across these characteristics (Table 3.1).

**Table 3.1 Stage 1 Achieved Sample**

	<b>Urban/Rural Three-way classification</b>	<b>Number on Roll</b>	<b>Percentage known to be eligible for free school meals</b>	<b>Single LA or Consortium</b>
LA1	Predom Urban	S	L	Consortium
LA2	Predom Rural	M	M	Consortium
LA3	Predom Rural	M	M	Consortium
LA4	Predom Rural	S	M	Consortium
LA5	Predom Urban	L	H	Consortium
LA6	Predom Urban	M	L	Consortium
LA7	Predom Rural	M	H	Consortium
LA8	Predom Urban	M	M	Consortium
LA9	Predom Urban	L	H	Consortium
LA10	Significantly Rural	M	M	Consortium
LA11	Predom Urban	L	M	Consortium
LA12	Predom Urban	M	M	Consortium
LA13	Predom Urban	L	H	Single
LA14	Predom Rural	L	M	Single
LA15	Predom Urban	M	M	Single
LA16	Predom Urban	M	H	Single

### **3.3.2 Recruitment**

ECaR Managers and Teacher Leaders were initially contacted by a letter (Appendix G) explaining the aims of the study and what their participation would entail, indicating that they would receive a follow-up call within a week of receiving the letter. Researchers making these calls would ensure that contact details were still accurate and that the correct ECaR Manager and Teacher Leader(s) had been identified. Participants were then invited to choose a time and location convenient for them to be interviewed face to face, though telephone interviews were offered where this was difficult to arrange.

### **3.3.3 Data collection**

Depth interviews were conducted with 17 ECaR Managers and 17 Teacher Leaders. The reason for including 17 ECaR managers was that in one LA, an ECaR Manager had been appointed relatively recently, so took part in a paired interview with the previous ECaR Manager, who still had a role related to primary education. In 13 LAs, one Teacher Leader was interviewed, in two LAs two Teacher Leaders were interviewed and in one LA we were unable to arrange an interview with the TL.

Interviews were conducted with a topic guide developed in conjunction with the Department, building on the findings of the scoping stage (Appendix H). ECaR Manager interviews focused on setting up the consortium and securing funding, implementation activities such as recruitment of TLs and selecting schools, and management of the programme. Interviews with Teacher Leaders covered similar issues but had more of a focus on delivery including recruiting and training Reading Recovery Teachers and delivering their own Reading Recovery. Interviews were digitally recorded and transcribed verbatim for full analysis using the Framework method (see section 3.6).

### 3.4 Stage 2 case studies

The aim of the Stage 2 case studies was to gain an in-depth insight into how ECaR was implemented and delivered in a range of schools by collecting data from staff with different roles and perspectives on the programme.

#### 3.4.1 Sample design and selection

The sample design for this stage had two elements: selecting a sub-sample of Local Authorities from Stage 1 and selecting a range of schools within those areas.

Four Local Authorities, listed in the table below, were selected to provide a range of contexts from which schools could be selected. The sampling criteria used to select the stage 1 sample were used to make this selection, as were additional criteria such as the number of TLs serving the consortium and whether they were delivering Reading Recovery prior to implementing ECaR.

**Table 3.2 Sub-sample of LAs for Stage 2**

	<b>Rationale</b>	<b>Number of TLs</b>	<b>Whether LAs in consortium already delivering ECaR</b>	<b>Consortium size</b>
LA5	Smaller consortium that had recently joined the ECaR programme.	1	Some LAs	2-6 LAs
LA6	Largest consortium in our sample, served by 1 TL	1	No LAs	>6 LAs
LA11	Medium sized consortium with strong emphasis on parental engagement	2	In some places, had RR in place just before ECAR	2-6 LAs
LA13	Largest single LA in sample - with 3 TLs Already had RR in place prior to ECaR	3	All LAs	Single LA

Schools from within these areas were then selected from a sample frame of ECaR schools provided by IOE. The aim was to include as case studies three schools from each Local Authority that covered a range of characteristics. These included as primary criteria:

- Whether the school was located in the lead Local Authority
- The number of RRTs employed: one or two and above
- Whether the school was delivering other interventions

The targets and achieved sample for these criteria were:

**Table 3.3 Primary criteria for the sample of schools for stage 2 case studies**

	Target Min	Achieved
<b>Lead and non-Lead LAs</b>		
Lead	8	8
Non-lead	4	4
<b>No. RRTs</b>		
1	6	11
2+	2	1
<b>Other interventions</b>		
No	6	6
Yes	4	3
Unclear		1
<b>When joined programme</b>		
2007-8 or earlier	3	3
2008-2009	3	4
2009-2010	3	5
Totals	12	12

We also monitored the sample to ensure diversity in terms of the number of pupils receiving Reading Recovery, the size of the school, the number of EAL pupils and school attainment levels. This produced an overall achieved sample with the characteristics illustrated in Table 3.4.

**Table 3.4 Achieved sample of schools for Stage 2**

School	Lead LA	RRTs	Joined the programme	RR pupils	No of pupils	Percentage of FSM	Percentage of pupils at level 2 reading for KS1
LA5_S01	Non-Lead	1	2008-2009	1 to 4	250+	20+	80% or more
LA5_S02	Lead	1	2008-2009	1 to 4	101-250	0-20	Less than 70%
LA11_S03	Lead	1	2007-8 or earlier	10+	101-250	0-20	80% or more
LA11_S04	Non-Lead	1	2008-2009	Unknown	101-250	0-20	70-80%
LA11_S05	Lead	1	2007-8 or earlier	5 to 9	250+	20+	70-80%
LA13_S06	Lead	2	2009-2010	Unknown	250+	20+	70-80%
LA13_S07	Lead	1	2008-2009	5 to 9	250+	0-20	80% or more
LA13_S08	Lead	1	2007-8 or earlier	10+	101-250	20+	80% or more
LA13_S09	Lead	1	2009-2010	Unknown	250+	20+	70-80%
LA6_S10	Non-Lead	1	2009-2010	1 to 4	250+	20+	Unknown
LA6_S11	Non-Lead	1	2009-2010	1 to 4	250+	20+	Less than 70%
LA6_S12	Lead	1	2009-2010	1 to 4	250+	20+	70-80%

### **3.4.2 Recruitment**

Head teachers from the selected schools were initially contacted by a letter (Appendix G) explaining the aims of the study and what their participation would entail, indicating that they would receive a follow-up call within a week of receiving the letter. Schools were able to opt-out of the study at any stage. Researchers making follow-up calls would ensure that contact details were still accurate and discuss the study with the head and ask for permission to contact other staff. Participants were then invited to choose a time and location convenient for them to be interviewed face to face, though telephone interviews were offered where this was difficult to arrange. Interviews tended to be conducted across one or two day visits to schools by researchers. As the achieved sample table indicates, we were not able to achieve our target of three schools in one of the Local Authorities. An extra school was included in a different area to ensure we visited 12 schools in total.

### **3.5 Data collection**

In order to understand how ECaR was implemented and delivered at a school level we aimed to speak to a range of school staff. Depth interviews were conducted with strategic leads (head teachers, deputy heads and link teachers) and Reading Recovery Teachers; and mini group discussions were conducted with other classroom teachers or teaching assistants responsible for delivering ECaR interventions. A total of 46 participants took part in 31 data collection encounters broken down as follows:

- 12 depth interviews with a total of 13 strategic staff
- 12 depth interviews with a total of 13 RRTs
- Seven discussion groups with a total of 20 teaching staff

Interviews were conducted with a topic guide developed in conjunction with the Department and building on the findings of the scoping stage (Appendix H). Strategic staff interviews focused on management and implementation of the programme such as securing funding, selecting pupils recruiting and engaging staff and parents and monitoring and evaluation. Interviews with Reading Recovery Teachers covered some similar issues but had more of a focus on factors affecting the delivery of interventions and perceived impact. Other teaching staff were asked about delivering other interventions and their experiences of support and training. Interviews were digitally recorded and transcribed verbatim for full analysis using the Framework method (see section 3.6).

#### **3.5.1 Interviews with parents**

Interviews were also conducted with parents to explore their understanding of the interventions their child was receiving, their role in delivery and their views on the information and support provided by schools. We anticipated that this would be a challenging group to engage in the evaluation and recruit for interview, given work commitments and the possibility that they may not be engaged in the programme itself. A target of 30 interviews was set, recruited from schools taking part in the stage 2 case studies, who sent a letter on our behalf to parents with children on ECaR interventions (Appendix G). Parents were then able to opt-in to the study by contacting NatCen. Our final achieved sample was 13 parents. This provided a useful insight into parental involvement in the interventions, but the low number is also indicative of some of the challenges schools also face in engaging parents in the

programme itself (See Appendix H). These issues are discussed in Chapter 5 of the main report.

### **3.5.2 Observation of Reading Recovery sessions**

Observations of Reading Recovery sessions were carried out to explore issues around fidelity to the RR model.

A total of 35 observations took place in 11 schools (covering four LA/consortia) with between two and four observations in each school.

The observation schedule was devised using the structure of the Reading Recovery lesson as a framework, with the key components identified together with the expected elements likely to be observed within each component.

All Reading Recovery teachers, without exception, made time to briefly introduce the children who were to be observed, and the observations were contextualised by noting the week and lesson number, together with the child's current Reading Recovery book level. Children were observed across a broad cross-section of progress through the lessons, from *Roaming around the Known* (Week 1 and 2), to those who were close to being discontinued (Week 79).

The observers recorded the activities of the Reading Recovery teacher and that of the child within each component in great detail, noting timings for each section and variations or deviations from the component. Consideration was given to the pace of the lesson, the appropriateness of book levels and the appropriateness of questions by, and responses of, the teacher.

The nature of Reading Recovery lessons is such that alongside observations about the *structure* and *content* of the session, comments were also recorded in relation to the *affective* dimension of the lesson, for example: the engagement and motivation of the child, explicit praise given by the teacher and the nature of interaction between the Reading Recovery teacher and the child.

At the end of the lessons observed there was an opportunity to have an informal discussion with the Reading Recovery teacher, allowing for queries to be followed up and noted. Additional notes contributed to the final analysis of the observation data.

More detail is provided in Appendix I.

## **3.6 Data analysis**

All interviews and discussion groups from Stage 1 and Stage 2 were digitally recorded with participants' permission and later transcribed verbatim. The data were managed using 'Framework', a method developed by the Qualitative Research Unit at NatCen and analysed thematically.

The first stage of analysis involves familiarisation with the transcribed data and identification of emerging issues to inform the development of a thematic framework. This is a series of thematic matrices or charts, each chart representing one key theme. The column headings on each theme chart relate to key sub-topics, and the rows to individual respondents. Data from each case is then summarised in the

relevant cell. The context of the information is retained and the page of the transcript from which it comes is noted, so that it is possible to return to a transcript to explore a point in more detail or extract text for verbatim quotation. This approach ensures that the analysis is comprehensive and consistent and that links with the verbatim data are retained. Organising the data in this way enables the views, circumstances and experiences of all respondents to be explored within an analytical framework that is both grounded in, and driven by, their own accounts. The thematic charts allow for the full range of views and experiences to be compared and contrasted both across and within cases, and for patterns and themes to be identified and explored.

## 4 IMPACT ANALYSIS WITH ADMINISTRATIVE DATA

### 4.1 Overview and aims of this strand

This section of the report attempts to measure the impact of ECaR on a range of pupil outcomes, using administrative data sources owned either by the Department for Education (such as LEASIS or the National Pupil Database) or National Strategies (such as the records of schools and pupils that received ECaR interventions). We use a similar methodology to assess the impact of ECaR at the school level, for subgroups in the school and for individual pupils.

### 4.2 Analytic approach

We would ideally like to find out the impact of ECaR on various outcomes by comparing the outcomes that occurred under the ECaR programme with those that would have arisen in its absence (which is known as the “counterfactual” outcome). The general problem when evaluating the impact of an intervention is that this counterfactual outcome is not observed; at any given time it is impossible to see an individual school’s outcomes both with and without a policy. It is therefore important to find an appropriate comparison group of schools that do not receive the policy to use as a benchmark in place of the counterfactual outcome. The outcomes of a suitably defined group of comparison schools are therefore used in place of the counterfactual outcomes of the schools that receive ECaR.

We use difference-in-differences (DiD) techniques to measure the impact of ECaR, exploiting the fact that the ECaR policy was rolled out in stages. We are able to observe schools’ outcomes both before and after they implement ECaR, and can compare their trend in outcomes to the trend in outcomes over the same period among ‘similar’ schools that do not implement ECaR over the period in question.

An important assumption is that the outcomes among the comparison and ECaR schools would have evolved in a similar manner in the absence of the policy. This is known in the programme evaluation literature as the “common trends” assumption. In the main report we plot the pre-policy trends in KS1 outcomes for schools that implemented ECaR in a particular year, and find little evidence to suggest that the common trends assumption is violated.

We use the above methodology to look at outcomes at the school level, then at the pupil level. Our analysis therefore involves using information on outcomes for schools that receive ECaR and appropriate comparison schools over time. Our sample of schools that receive ECaR get the policy for the first time between 2006/2007 and 2008/2009.<sup>6</sup> The administrative data used in this section contain school-level outcomes and characteristics up to 2008/09. We define the set of comparison schools as those which received ECaR for the first time in 2009/2010. We believe this group of comparison schools would have had a similar trend in outcomes to ECaR schools in the absence of the policy.

Formally, the econometric model for outcomes in school  $S$  at time  $T$  is:

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<sup>6</sup> While ECaR was initially rolled out from 2005/06 onwards, the number of schools who received in the first year of is too small for them to be analysed reliably using this methodology. We therefore focus on the schools that received it between 2006/07 and 2008/09.

$$Y_{st} = \alpha + \beta_1 P_t + \beta_2 D_s + \beta_3 P_t * D_s + \beta_4 X_{st} + \beta_5 X_{st} * P_t + u_{st}. \quad (1)$$

Here,  $P_t$  represents an indicator for the post-programme period, while  $D_s$  is an indicator for ECaR schools and  $X_{st}$  is a set of school characteristics. With this model, the common trends assumption takes the form:

$$\begin{aligned} E(u_{st}|X_{st}, D_s = 0, P_t = 1) - E(u_{st}|X_{st}, D_s = 0, P_t = 0) \\ = E(u_{st}|X_{st}, D_s = 1, P_t = 1) - E(u_{st}|X_{st}, D_s = 1, P_t = 0) \end{aligned}$$

where  $E(\cdot)$  is the expectation operator.

Under the common trends assumption, the estimated impact of ECaR is given by  $\beta_3$ , the coefficient on the interaction term between  $P_t$  and  $D_s$ . The model also allows the trend in outcomes to vary with a school's characteristics, as shown by  $X_{st} * P_t$ : this relaxes the common trends assumption by allowing for ECaR schools and comparison schools to exhibit differential trends insofar as those trends reflect differential characteristics. Allowing for this flexibility makes the common trends assumption less likely to be violated.

$X_{st}$  includes outcome-relevant characteristics. These are:

- Prior levels of the outcome of interest (three-year average from 2002/03 to 2004/05);
- School-level average FSP from 2005/06;
- School % EAL;
- School % FSM;
- Year group % SEN without statement (three-year average from 2002/03 to 2004/05);
- Year group % SEN with statement (three-year average from 2002/03 to 2004/05);
- Number of pupils in year group;
- Indicators for school type (Voluntary Aided, Voluntary Controlled, Academy/Foundation).

In the subgroup analysis looking at outcomes over time or by characteristics of the school,  $P_t * D_s$  is itself interacted with indicators for each group, to give an estimated impact for each group of interest.

The model above can be considered as a form of the fully-interacted heterogenous treatment effects DiD model:

$$Y_{st} = \alpha + \beta_1 P_t + \beta_2 D_s + \beta_3 P_t * D_s + \beta_4 X_{st} + \beta_5 X_{st} * P_t + \beta_6 X_{st} * D_s + \beta_7 X_{st} * P_t * D_s + \varepsilon_{st} \quad (2)$$

In this case the estimated impact clearly depends on  $X_{st}$ ; the impact across all ECaR schools is then  $\beta_3 + \beta_7 E(X_{st}|D_s = 1, P_t = 1)$ .

We experimented with this more general model (2) but found that the additional interaction parameters  $\beta_6$  and  $\beta_7$  were rarely if ever statistically significant. This fully

saturated version of the model also introduced numerical instability and imprecision in the estimates, particularly with smaller samples (such as subgroups). As a result, the impact analysis was finalised using model (1).

We also use broadly the same methodology and specification to measure the impact of ECaR at the pupil level. The key difference is that the data is at the pupil-level, so for pupil  $i$  in school group  $s$  at time  $t$  we have information on outcomes  $Y_{ist}$  and characteristics  $X_{ist}$ . The characteristics  $X_{ist}$  used in this analysis are:

- Gender;
- FSM status;
- EAL status;
- Indicators for each ethnic group;
- SEN status (if outcome of interest is not SEN);
- School % of pupils reaching the expected level at KS1Reading (three-year average from 2002/03 to 2004/05).

Also, the estimation sample is restricted beforehand to children below the relevant threshold of the FSP distribution. The sample used for our difference-in-differences methodology is below:

Before introduction of ECaR		After introduction of ECaR	
All pupils below the 10 <sup>th</sup> /25 <sup>th</sup> percentile in ECaR schools	All pupils below the 10 <sup>th</sup> /25 <sup>th</sup> percentile in comparison schools	All pupils below the 10 <sup>th</sup> /25 <sup>th</sup> percentile in ECaR schools	All pupils below the 10 <sup>th</sup> /25 <sup>th</sup> percentile in comparison schools
A <sup>0</sup>	B <sup>0</sup>	A <sup>1</sup>	B <sup>1</sup>

Finally, we conduct a descriptive analysis of the outcomes experienced by pupils that actually received RR<sup>7</sup> during the development phase. This analysis is descriptive as it compares children’s outcomes within one cohort rather than estimating the effect of the receiving RR through a difference-in-differences analysis. This approach is used because a suitable comparison group of pupils in non-ECaR schools cannot be identified: unlike the Reading Recovery Impact Study we have no indicator for pupils in comparison schools that would have been selected for RR if their school had operated the policy. Likewise, we have no indicator for those pupils that would have received RR before ECaR is introduced to the school. This makes a difference-in-differences analysis impossible as we have no appropriate comparison group and no appropriate pre-policy baseline for students that actually receive RR.

Children with low levels of literacy could plausibly be identified through the CLL component of the FSP score. This measure is an imperfect predictor of receipt of RR, however, which Section 6.1.2 in the main report describes in more detail. This means that defining a comparison group for those that actually received RR based on this measure is inappropriate. It is clear that other factors affect the teacher’s decision to assign a pupil to RR. If these factors also affect the pupils’ performance (for example

<sup>7</sup> Data on the development phase comes from the administrative data from IOE which records information for each pupil that received RR during the period. We have no information on pupils that received other ECaR interventions during this period (even though they were taking place), which is why our analysis is restricted to those that received RR.

if only pupils within the low FSP group that were expected to make poor progress are chosen) then the comparison group is invalid.

Instead, the analysis is a simple in-year comparison between pupils that receive RR and similar (in terms of characteristics we can observe) pupils in schools where RR is not available, while restricting both groups to be below some level of prior literacy (as defined by the FSP score). As such, the estimates from this analysis are not intended to provide genuine impact estimates.

The specification for this analysis is therefore as follows:

$$Y_{st} = \alpha + \beta_1 D_s + \beta_2 X_{st} + \epsilon_{st}$$

The parameter of interest here is the coefficient  $\beta_1$ . We previously experimented with a fully-interacted version of the model, to allow for heterogeneous effects,

$$Y_{st} = \alpha + \beta_1 D_s + \beta_2 X_{st} + \beta_3 X_{st} * D_s + \omega_{st},$$

in which case the parameter of interest would have been  $\beta_1 + \beta_3 * E(X_{st} | D_s = 1)$ . As above, however, the additional interaction terms were rarely statistically significant and they introduced numerical instability while considerably reducing the precision of the estimates.

The characteristics  $X_{ist}$  used in this analysis are the same as in the pupil level analysis focussing on the impact of ECaR across the lowest-achieving pupils.

Finally, and importantly, in all the models estimated with administrative data, the standard errors are robust and clustered at the school level. This allows the error terms in the equations above to be correlated within the same school (over time or across pupils), but independent across schools. Serial correlation in these error terms is generally not an issue as the models usually feature only one pre-ECaR period (typically 2005/06) and one post-ECaR period (typically 2008/09). The highest number of post-programme periods in the impact analysis is three (when measuring third-year impacts for the schools that implemented ECaR in 2006/07).

## **5 READING RECOVERY IMPACT STUDY**

### **5.1 Overview and aims of this strand**

As noted in Table 1.1, three approaches were followed to investigate the impact of ECaR and Reading Recovery in order to encompass impacts at pupil and school level and across a range of outcomes.

The Reading Recovery impact study was designed specifically to investigate the wider pupil impacts that could not be measured through administrative data. The study was based on a matched comparison design. Pupils taking part in RR were matched to comparison pupils in non-ECaR schools on a range of background characteristics drawn from the National Pupil Database (NPD) and their outcomes at the end of Year 1 compared. This chapter sets out the key components of the methodology for this piece of work.

### **5.2 Sampling**

#### **5.2.1 Selection of schools**

A stratified random sample of 153 schools participating in the ECaR programme was drawn. The sample was designed to be representative of region, year of entry into the ECaR programme and school type (primary/infant). A reserve sample of 20 schools was drawn as a contingency. The sample design for the reserve sample was identical to the main sample; the reserve schools were systematically identified.

A sample frame of schools not part of the ECaR programme was constructed to select the comparison schools. Any schools with recent Ofsted inspections that reported unsatisfactory leadership ratings were removed from the sampling frame on the basis that quality of leadership was taken into account in the selection of schools for ECaR. Key variables such as attainment, absence, ethnicity, SEN status and deprivation scores were extracted from the NPD and used to match each of the 153 ECaR schools to two similar schools not participating in ECaR, giving 306 matched schools in total. The response rate for the comparison schools was expected to be lower than those engaged with the programme, so 185 comparison schools were selected – a larger number than the ECaR schools. All first matched comparison schools were automatically selected (153) and then a systematic sample of the second matched schools (32) was taken. The reserve sample followed exactly the same process: 20 first match comparison schools were selected and then a further 4 second match schools were systematically selected to give a reserve sample of 24 schools.

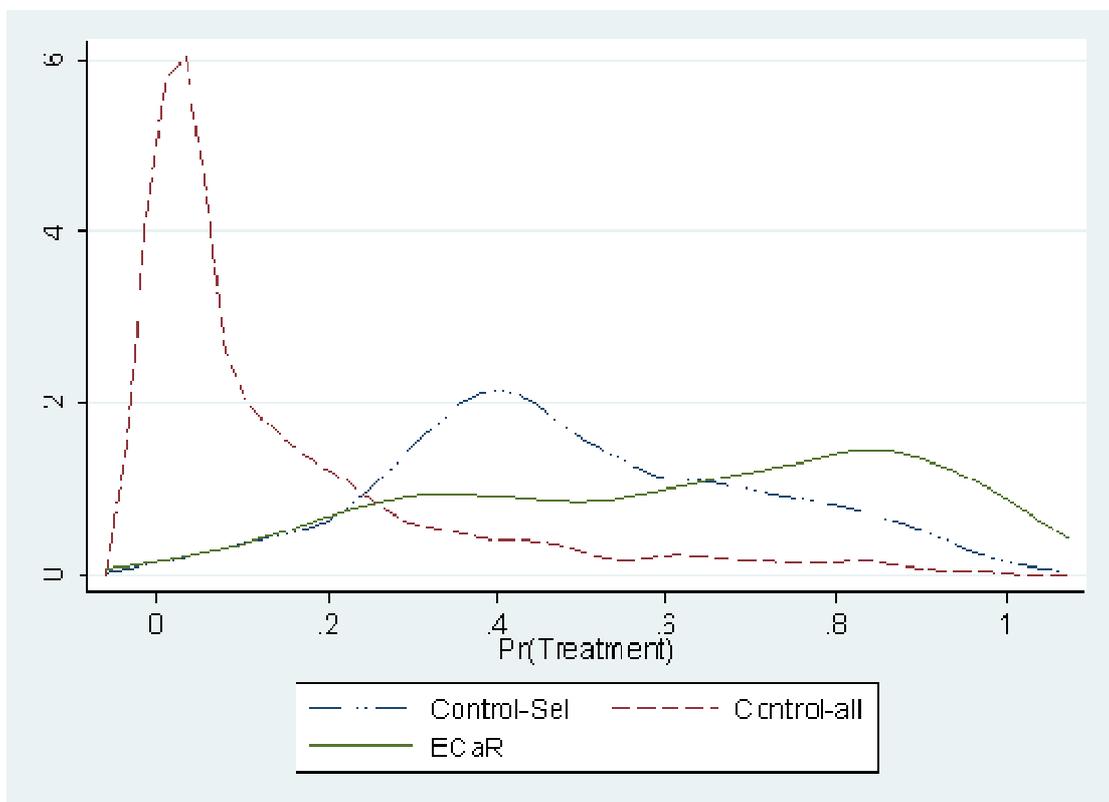
The process for the sampling of schools had the following stages:

- The Department for Education provided the Unique Reference Numbers (URN) for all schools participating in ECaR. A stratified random sample was then used to select 153 core schools and 20 reserve schools, stratifying by region, year of entry to ECaR and school type.
- On closer inspection, it became apparent that 11 of the ECaR schools had missing data on key variables so were unlikely to yield good comparison

school matches. The ECaR schools were therefore replaced prior to the comparison matching. The replacements were selected randomly.

- Item missing data in terms of the matching variables was problematic as full data were essential to the matching. As the pool of comparison schools was relatively large, any schools with missing attainment, geographic or descriptive school data were removed before the matching. Dummy variables were created for each of the remaining variables with any missing values and they were entered into the regression model to check for significance.
- Two predictor variables were highly correlated with other predictors – The proportion of pupils who receive free school meals with IDACI score and the proportion of White British pupils with the proportion who have English as an additional language. The missing value dummy variable for contextual value added score (2006/2007) was also highly correlated with the missing value dummy variable for pupil absence (2006/2007). IDACI, % White British and the missing value CVA dummy were all removed from the final model.
- One to one nearest neighbour propensity score matching was then used to match each ECaR school to the single best comparison school. The first matches were then removed from the comparison school pool and the process repeated to find the second best matches. Kernel density plots were inspected and summary statistics produced to compare the matched comparison schools and the ECaR schools. Figure 1 demonstrates that the selected comparison schools had a much more similar profile to the ECaR schools than the original pool of comparison schools.

**Figure 1 Kernel Density Plot of ECaR Propensity Score Matching**



- Having selected 20 reserve schools from the 173 selected ECaR sample, all first match comparison schools for the core (153) and reserve sample (20) were selected. A further 32 core and 4 reserve comparison schools were systematically selected from the identified second match comparison schools giving a total comparison sample of 209 (185 core schools and 24 reserve schools).
- During the initial stages of the fieldwork two comparison schools were identified by the schools as being involved in the ECaR programme. As two comparison schools were matched to each ECaR school the second matches were then issued instead.
- A number of weeks into the fieldwork it was identified that the response rate for the comparison schools was lower than expected. The reserve comparison schools were issued in March 2010. There were still issues with recruiting comparison schools therefore a further 84 second match comparison schools were also issued in March 2010 to boost the response raising the total issued sample of comparison schools to 293.

### **5.2.2 Procedure for the recruitment of schools and selection of pupils**

#### **Recruitment**

Telephone interviewers phoned all schools sampled for the study to check the name and contact details for the head teacher and the Reading Recovery teacher (in ECaR schools) or the literacy coordinator for Key Stage 1 (in comparison schools). In January 2010, introductory letters were sent to head teachers and RR teachers/literacy coordinators (see Appendix J) outlining the purpose of the study and requesting the participation of their school.

Schools were recruited by telephone interviewers in NatCen's Operations Department. The school response rates are provided in section 5.5.

#### **Pupil selection**

In March – April 2010, documents for selecting pupils were sent to the recruited schools (see APPENDIX K). In ECaR schools, Reading Recovery teachers were asked to select between four and six pupils in Year 1 for the study in consultation for class teachers. They were advised to list the children in order of RR participation including children due to start RR if necessary to reach the required number.

In comparison schools, literacy coordinators were asked to select four children in Year 1 who had lower than average attainment across the four 'communication, language and literacy' assessment scales in the Foundation Stage Profile completed at the end of Reception year. The criteria also specified pupils whom the literacy coordinator and class teacher would prioritise for intensive one-to-one support with reading.

The teachers involved in the selection process were provided with letters to pass on to parents providing information about the study and giving them the opportunity to opt out of their child being included in the study (copy provided in APPENDIX K). Question and answer sheets were provided for class teachers (see APPENDIX K). Following the parent opt-out process, teachers were then asked to complete the child selection form (see APPENDIX K) and return it to NatCen. The inclusion of name and

UPN on the selection form were necessary for (1) ensuring the assessment form (see below) was completed for the correct child, and (2) linking background information about the child from the National Pupil Database.

Telephone contact was made by NatCen's telephone interviewers for the purposes of reminding schools to complete the selection, offering guidance and collecting UPN where it was missing or incorrect on the returned child selection forms. The briefing notes and script used by the telephone interviewers are provided in APPENDIX L.

### ***Pupil assessment***

Assessment questionnaires were sent to schools in June for each of the pupils selected for the study. The covering letter is provided in APPENDIX M and the questionnaires in APPENDIX N (Reading Recovery pupils) and APPENDIX O (pupils in comparison schools). More detail about the development of the questionnaires is provided in section 5.3. The reminder strategy included telephone contact, letter and fax/email depending on the contact details available.

## **5.3 Questionnaire development**

The questionnaire was designed primarily to gather information about attitudes, motivations and behaviours in relation to learning for pupils at the end of Year 1. Information about reading level was also collected. The questionnaires were completed by class teachers rather than the Reading Recovery teachers and literacy coordinators who had selected the children. The rationale for using teacher-completed assessments was as follows:

- Teacher assessments could be completed based on the teacher's knowledge of the child without the need for formal testing.
- Parents were considered more likely to consent to their child being included in the study since they would not be tested.
- The class teacher was considered to be the individual with the best all-round knowledge of the child, which was appropriate to an assessment of their attitudes and behaviour in the classroom.
- Consistency in the assessment of ECaR and comparison children was maximised by completion by class teachers (as opposes to RR teachers in ECaR schools and other staff in comparison schools).
- Assessments by external researchers would be more costly, would most likely be less reliable for children of this age and would not be appropriate to the assessment of classroom-based attitudes and behaviours.

The topics covered in the questionnaire are outlined below. The following information was collected for Reading Recovery and comparison children :

- Types of literacy support received in Year 1
  - Including ECaR and non-ECaR interventions
- Reading Assessment Focus
  - Covers seven aspects of reading ability
  - Used by class teachers as part of ongoing assessment<sup>8</sup>

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<sup>8</sup> <http://nationalstrategies.standards.dcsf.gov.uk/node/20411> (Accessed 29-1-11)

- Overall reading level
- Reading level in relation to age
- Ability to decode text
- Reading attitudes and behaviours
- Involvement of parents/carers in reading
- Attitudes to learning in general
- Behaviour (Strengths and Difficulties Questionnaire<sup>9</sup>)
  - 25 individual questions that result in a score for conduct, hyperactivity, emotional problems, peer problems, prosocial behaviour and a total score.
- Current special education need and type
- Background of class teacher completing the assessment.

The following additional questions were asked just of the Reading Recovery children:

- Start and end dates of Reading Recovery
- Outcome of Reading Recovery for completers
- Number of sessions missed.

## **5.4 Pilot**

A pilot study was conducted for the combined purposes of:

- testing the viability of the recruitment procedure
- testing that the selection guidance resulted in a list of RR and comparison children with a similar profile on the background characteristics.
- checking that schools were willing and able to provide the UPN
- indicating the likely response rate
- testing the assessment questionnaire.

### **5.4.1 Pilot recruitment**

31 ECaR schools and 37 comparison schools were selected according to the procedure set out above. The name of head, name of literacy coordinator/Reading Recovery teacher were checked or collected by phone in November 2009. Advance letters were sent out at the end of November. Letters were sent to head teachers and either the literacy coordinator or the Reading Recovery teacher in each school.

For four weeks, telephone interviewers called the schools to recruit them, ending mid January. The results of the recruitment phase are shown below.

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<sup>9</sup> <http://www.sdqinfo.com/b1.html> (Accessed 29-1-11)

**Table 5.1 Recruitment outcome for schools in pilot**

	ECaR schools	Comparison schools	Total
Agreed to take part	21 (68%)	14 (38%)	35 (51%)
Refusal	1 (3%)	10 (27%)	11 (16%)
No contact/decision by end of recruitment period	9 (29%)	13 (35%)	22 (32%)
Total issued sample	31	37	68

Although the numbers for the pilot were too low to give an accurate indication of the response rates to be expected at the main stage, the difference in the recruitment and refusal rates between the ECaR and comparison sample were pronounced. Among the reasons given by the 10 comparison schools not wishing to take part were:

- Being too busy, including with other research
- Insufficient staff capacity to deal with research
- Lack of relevance for school.

The reason for the one refusal from an ECaR school was that they were no longer offering Reading Recovery.

The selection materials were revised to maximise clarity and relevance for the comparison schools.

#### **5.4.2 Pilot selection stage**

The 35 schools that agreed to take part were sent selection materials towards the end of January. All the schools were called by the Telephone Unit and most agreed by phone to complete the child selection. A reminder letter was sent. In total, 18 schools returned selection forms for 68 pupils, an average of just under 4 each (40 pupils in ECaR schools and 28 in comparison schools).

UPNs were missing for 8 pupils in 2 schools that did not include the UPN in the child selection form and a further 5 pupils had UPNs that were not found on the NPD FSP data. Possible reasons for this include:

- the child was new to the school in 2009.
- UPN was incorrectly recorded on child selection form.
- the child is in Year 2 not Year 1.
- the child's data was missing from the FSP NPD data.

In the main stage, UPNs were checked as soon as the child selection form was received and where the UPN was missing or not found on the NPD data, schools were contacted straight away.

**Table 5.2 Selection outcome for schools in pilot of ECaR impact study**

	ECaR schools	Comparison schools	Total
Returned selection forms	11	7	18
Agreed to return form (but did not)	7	6	14
Refusal	2	1	3
No contact	1	0	1
Total	21	14	35

Assessment forms were received from 17 of the 18 schools that completed selection forms.

### **5.4.3 Pupil comparison**

Data were merged from the FSP Census 2009 for the selected pupils. The RR pupils and comparison pupils were broadly similar in FSP literacy scores and other characteristics confirming that the selection guidance was successful in resulting in a profile of RR and comparison pupils that was broadly similar.

## **5.5 Response for the main stage**

Table 5.3 summarises recruitment and responses for the main stage. The aim was to recruit 75 ECaR schools + 75 comparison schools with 4 pupils in the comparison schools and 4-6 pupils in the ECaR schools (yielding approximately 300 + 300 pupils).

What we actually achieved was 57 + 52 schools yielding a pupil sample of 237 + 216 (excluding those whose UPNs could not be matched with the FSP 2009 data).

**Table 5.3 Response for main stage**

	ECaR	Comparison	Total
Issued school sample	173	185 + 108 (reserve) = 293	466
Agree to take part	102	104	206
Returned selection forms	60	60	120
Returned assessment forms	57	54	111
Number of pupils for whom assessment forms completed	256	220	476
Number of pupils for whom assessment forms completed and UPN successfully matched to NPD	237	216	453

### 5.5.1 Comparison of RR and pupils from non-ECaR schools

For each of the pupils selected for the school impact study, data were merged from NPD on the basis of their UPN. All available information in the file for summer 2009 when the pupils were at the end of their Reception year was merged in.

This section compares the pupils from ECaR schools and comparison schools on their Foundation Stage Profile scores (FSP) for 2009 (which were the key baseline measures used in matching) and other characteristics. Table 5.4 explains the abbreviations for the FSP.

**Table 5.4 Foundation Stage Profile abbreviations and definitions**

FSP_PSE_AOL	Personal, social and emotional (PSE) development total score
FSP_PSE_AS1	PSE – dispositions and attitudes
FSP_PSE_AS2	PSE – social development
FSP_PSE_AS3	PSE – emotional development
FSP_CLL_AOL	Communication, language and literacy (CLL) total score
FSP_CLL_AS1	CLL – language for communication and thinking
FSP_CLL_AS2	CLL – linking sounds and letters
FSP_CLL_AS3	CLL – reading
FSP_CLL_AS4	CLL – writing
FSP_MAT_AOL	Problem solving, reasoning and numeracy (MAT) total score
FSP_MAT_AS1	MAT – numbers as labels and for counting
FSP_MAT_AS2	MAT – calculating
FSP_MAT_AS3	MAT – shape, space and measures
FSP_KUW_AOL	Knowledge and understanding of the world
FSP_PHY_AOL	Physical development
FSP_CRE_AOL	Creative development
<b>FSP_FSP_TOT</b>	<b>Total score</b>

The FSP scores for the RR and comparison pupils were fairly similar and, as expected, lower than for all children in England in 2009 (final column) (Table 5.5).

**Table 5.5 FSP scores for ECaR and comparison pupils and statistics for all pupils in 2009**

	Pupils in ECaR schools (N=237)				Pupils in comparison schools (N=216)				All children in 2009 (national stats)*
	Min	Max	Mean	SD	Min	Max	Mean	SD	
FSP_PSE_AOL	5	27	18.03	3.824	7	27	17.52	3.835	
FSP_PSE_AS1	2	9	6.30	1.267	2	9	6.17	1.276	7.2
FSP_PSE_AS2	2	9	5.94	1.303	2	9	5.79	1.329	6.7
FSP_PSE_AS3	1	9	5.79	1.731	1	9	5.56	1.727	6.7
FSP_CLL_AOL	4	32	19.65	5.094	5	31	18.12	5.080	
FSP_CLL_AS1	0	9	5.72	1.400	1	9	5.34	1.395	6.7
FSP_CLL_AS2	1	8	4.91	1.553	1	8	4.39	1.656	6.4
FSP_CLL_AS3	1	8	4.80	1.559	1	8	4.57	1.598	6.3
FSP_CLL_AS4	1	8	4.23	1.572	1	8	3.82	1.510	5.9
FSP_MAT_AOL	4	25	16.15	4.526	4	24	15.75	4.018	
FSP_MAT_AS1	1	9	6.03	1.599	1	8	5.68	1.511	7.1
FSP_MAT_AS2	0	9	4.79	1.843	1	8	4.75	1.633	6.3
FSP_MAT_AS3	0	8	5.33	1.659	1	8	5.32	1.508	6.6
FSP_KUW_AOL	1	9	5.80	1.561	1	8	5.49	1.531	6.6
FSP_PHY_AOL	1	9	6.48	1.381	1	9	6.09	1.515	7.1
FSP_CRE_AOL	1	9	5.58	1.470	2	9	5.44	1.303	6.5
<b>FSP_FSP_TOT</b>	<b>18</b>	<b>109</b>	<b>71.69</b>	<b>15.116</b>	<b>23</b>	<b>103</b>	<b>68.41</b>	<b>14.547</b>	

\*<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml>

In terms of other background variables, the RR and comparison pupils were similar in FSM eligibility and SEN. RR pupils were more likely than comparison pupils to be female, less likely to be White, less likely to have English as their first language.

**Table 5.6 Background characteristics of ECaR and comparison pupils**

	Pupils from ECaR schools (N=237)	Pupils from comparison schools (N=216)
	%	%
<b>Gender</b>		
Male	59	66
Female	41	34
<b>Ethnic group (major)</b>		
AOEG (Other)	0	3
ASIA (Asian)	14	8
BLAC (Black)	4	5
MIXD (Mixed)	6	6
UNCL (Unclassified)	25	20
WHIT (White)	51	59
<b>Language group (major)</b>		
1_ENG (English – includes not known but believed to be English)	56	63
2_OTH (Other than English – includes not known but believed to be other than English)	16	15
3_UNCL (Unclassified)	26	21
<b>FSM eligible</b>		
No	64	66
Yes	35	34
<b>SEN type</b>		
Autism Spectrum Disorder	0	0
Behavioural, Emotional & Social Difficulties	0	0
Hearing Impairment	1	0
OTH	0	0
Physical disability	0	0
Speech, language & communication needs	3	6
Specific learning disability	0	1
Any SEN	6	8

## 5.6 Weighting and analysis

173 ECaR schools were selected with equal selection probabilities, that is, every ECaR school had an equal chance of being included in the sample. Comparison schools were then matched to the chosen ECaR schools using propensity score matching, therefore, their selection probabilities would be equivalent to the ECaR schools they were matched to. Design weights would normally be created to correct for different sample selection probabilities. However, in this instance it was not necessary since the school selection probabilities were equal. Within the selected schools, the pupils were selected to participate by the ECaR teachers and it was not

possible to generate pupil level selection probabilities due to lack of information. Since the pupils were not necessarily selected randomly, it was also inappropriate to create selection weights.

Non-response weights, created to minimise bias from differential response rates from different groups in the responding population, were an additional consideration. There were, however, no notable differences in the types of schools that did and did not respond, and non-response weights were not generated. In addition, the propensity score weights took into account school type characteristics amongst other variables during the matching process. This accounted for any discrepancies between the ECaR and comparison samples, and was considered sufficient since the primary consideration was how well matched the two groups were rather than how representative they were of the general school population.

### ***5.6.1 Details of propensity score matching***

Propensity score matching is a tool which is becoming more widely used in evaluating the impact of programmes. In the case of ECaR, each pupil within a participating ECaR school is matched to an individual (or weighted combination of individuals) from a comparison school (or schools), thus creating a matched comparison sample. The aim is to ensure that participants are matched to comparators sharing similar observable characteristics. This ensures we are comparing pupils within participating ECaR schools with a group of similar pupils within comparable non-ECaR schools. The impact of the programme can then be calculated as the difference in outcomes between the ECaR and matched comparison samples.

For ECaR we used the method of “kernel” matching. Rather than matching each pupil with a single comparison school pupil, kernel matching involves matching each participant to several members of the comparison school pupil group. In order to do this a weighted sum is used which gives more weight to non-ECaR pupils with the most similar characteristics to the ECaR pupil.

The first step in the matching process was to decide which variables were to be used to define the characteristics to be matched on. For matching to be successful it is crucial that as many predictors of outcomes as possible are used. We have included data of four types: demographic data about the respondent, geographical data based on the respondent’s school location, data on the respondent’s school and respondent Foundation Stage Profile scores. A list of variables used is shown in Table 5.7.

**Table 5.7 Participation in the ECaR programme in pilot and comparison schools**

<b>Variable Source</b>	<b>Variables</b>
Demographic	Gender Ethnicity Language Special Educational Need indicator
Area-related	Index of Multiple Deprivation 2007 - Income affecting child index (IDACI) quintiles
School-related	School type
FSP variables	PSE - dispositions & attitudes PSE - social development PSE - emotional development CLL - language for communication & thinking CLL - linking sounds & letters CLL - reading CLL - writing MAT - numbers as labels and for counting MAT - calculating MAT - shape, space and measures Knowledge and understanding of the world Physical development Creative development

Since the number of variables in this table is large it was not possible to match ECaR pupils to non-ECaR pupils with the exact same profile of characteristics. Instead a 'propensity score' was generated which represents the probability that an individual from the ECaR and non-ECaR 'pool' is in fact an ECaR participant. The predictors of this probability were the variables from the table. Matching on this probability ensures that, overall, the profile of participants and the matched comparison sample was reasonably similar across the full range of variables, even if the individual matches were inexact.

The demographic variables were all summary indicators, as the sample size was too small to enable a more detailed breakdown of ethnicity, language or type of SEN. This was also the case for school type. It was necessary to create a binary variable in order to have enough respondents in each category.

Government Office Region and an Urban/ Rural indicator were considered as area-related characteristics, but were not statistically significant in the propensity score model once deprivation was included. Whether the respondent was eligible for Free School Meals (FSM) was also considered as a demographic predictor, however, this was highly correlated with deprivation so the latter was included instead of FSM.

In terms of the FSP variables, there were three variables that were made up of component parts, therefore either the totals or the component parts could be entered into the model because the former were highly correlated with the latter (as expected). The model was run using both options and it was decided that the model fit statistics were improved when the component parts were included.

To generate a 'propensity score' the variables were entered into a logistic regression model to model the differences between ECaR and non-ECaR groups. The predicted probabilities from the logistic regression model became the propensity scores. The sample was then weighted (using kernel matching) so that the comparison group had the same propensity score profile as the ECaR pupils. This means that the ECaR and non-ECaR groups had similar characteristics on all the predictors in the model.

The success of the matching can be measured by comparing the weighted ECaR and non-ECaR groups pre- and post-matching. Table 5.8 shows this comparison on several variables.

The table shows that the propensity score model considerably improved the match on a range of variables. The matched comparison sample is very similar to the ECaR group.

Note that matching comes at the cost of a reduction in statistical power. Propensity score matching can lead to a reduction in effective sample size and the loss can be quite large when the two groups to be matched are very different. Here the groups were noticeably different on certain characteristics: pupils in comparison schools tended to be more likely to be male, have English as a first language and live in less deprived areas than ECaR participants. As a result, although the matching process improved the match in the profiles of the two samples, there was some reduction in effective sample size which reduces the statistical power and therefore ability to detect small impacts.

**Table 5.8 Comparison of weighted ECaR sample with non-ECaR areas, pre- and post-matching**

	Weighted ECaR	Comparison (pre-matching)	Weighted Comparison (post-matching)
<b>DEMOGRAPHIC</b>			
<b>Gender*</b>			
Female	40.5%	31.5%	36.1%
Male	59.5%	66.7%	59.2%
<b>Ethnicity</b>			
Other ethnicity	24.1%	21.3%	26.6%
White	51.1%	58.8%	53.6%
Unclear	24.9%	19.9%	19.8%
<b>Language</b>			
English	57.0%	63.4%	61.2%
Other	16.5%	15.3%	19.0%
Unclear first Language	26.6%	21.3%	19.8%
<b>SEN Binary</b>			
No identified SEN	78.5%	78.7%	76.8%
SEN with/without statement	21.5%	21.3%	23.2%
<b>SCHOOL INFORMATION</b>			
<b>School type binary</b>			
Community or FoundationSchool	84.8%	88.4%	86.1%
Voluntary Aided or Controlled School	15.2%	11.6%	13.9%
<b>AREA-RELATED</b>			
<b>Income affecting child index (quintiles)</b>			
0.00->0.06 [least deprived]	1.7%	10.6%	1.7%
0.06->0.11	12.2%	9.3%	13.0%
0.11->0.20	20.7%	17.1%	18.5%
0.20->0.36	13.1%	38.4%	14.3%
0.36->1.00 [most deprived]	52.3%	24.5%	52.5%
<b>FOUNDATION STAGE PROFILE SCORES</b>			
<b>FSP Scores</b>			
Problem solving, reasoning & numeracy (MAT) total score	0.4	0.3	0.3
Communication, language & literacy (CLL) total score	16.2	15.7	16.1
Personal, social & emotional (PSE) development total score	19.7	18.1	19.8
Knowledge and understanding of the world	18.1	17.5	18.1
Physical development	5.8	5.5	5.8
Creative development	6.5	6.1	6.5
FSP Total score	5.6	5.4	5.5
PSE - dispositions & attitudes	71.9	68.4	71.9
PSE - social development	6.3	6.2	6.3
PSE - emotional development	5.9	5.8	6.0
CLL - language for communication & thinking	5.8	5.6	5.8
CLL - linking sounds & letters	5.7	5.3	5.8
CLL - reading	4.9	4.4	4.8
CLL - writing	4.8	4.6	4.8
MAT - numbers as labels and for counting	4.2	3.8	4.3
MAT - calculating	6.1	5.7	6.0
MAT - shape, space and measures	4.8	4.7	4.8

\* Percentages don't sum to 100% for comparison group because some respondents had missing data

## 6 RELATIVE IMPACTS OF READING RECOVERY

### 6.1 Overview and aims of this strand

The purpose of this analysis was to investigate whether the impacts of Reading Recovery differed between subgroups of children or put differently, whether some groups of children were more likely to benefit from taking part in Reading Recovery. The data on which this analysis was based was the management information data provided by the Institute of Education, covering the academic years 2005-6 to 2008-9. In exploring subgroup differences, the analysis aimed to answer some questions that could not be investigated through the school-level impact study of Reading Recovery due to the limited sample size.

### 6.2 Data preparation

The preparation of data for analysis involved the following steps:

#### **1. Merging the separate databases for different academic years into one child-level file.**

The Reading Recovery database received by the research team was organised by academic year spanning 2005-6 to 2008-9, with each Excel file including all Year 1 or Year 2 children who participated in the programme during that academic year. An individual child could appear within more than one file if they started RR during Year 1 and completed it the following year in Year 2 or because the follow-up assessments at 3 and 6 months were completed in the subsequent academic year. In order to carry out child-level analysis, the first stage was to combine the data into one child-level file including pupils who had started RR between 2005-6 and 2008-9. This involved converting all the Excel files into SPSS files and removing pupils who appeared more than once.

#### **2. Removing ineligible cases.**

Pupils were considered ineligible and removed from the database for the following reasons:

- Non participation in Reading Recovery
- Pupils taught by tutors or Teacher Leaders rather than Reading Recovery teachers
- No UPN
- Pupils who started in Year 3 or above.

#### **3. Merging in pupil and school level information from the National Pupil Database (NPD).**

The pupil data included the UPN (unique identifier) as recorded by the Reading Recovery teacher, and this was used to add to the database additional information about the child from the National Pupil Database. Ninety-five per cent of UPNs were the correct length. The quality of the remaining UPNs was improved by removing spaces, dashes, full stops and 'upn' from the start of the number.

The RR database contained school name but not school id (URN or Establishment code). This was added as part of earlier analysis. The school id was only missing for a small number of cases (about 12-15 schools), so school-level information was available for the majority of cases.

#### **4. Creating derived variables.**

In the original RR database files and NPD files, the variables were named with the year of the cohort. Derived variables were created to combine the data from different cohorts into one variable.

A summary of the number of pupils retained at each stage is shown in the table below.

**Table 6.1** Number of pupils retained at each stage of data preparation

	<i>Reading Recovery database</i>				
	Academic year in which pupil began Reading Recovery				
	2005-6	2006-7	2007-8	2008-9	Total
Number of pupils in original database files	2120	2111	6391	15862	26,484
Number of pupils after removing ineligible and those with no UPN	1932	2003	6116	11299	21,350
Number of pupils in merged file after removing duplicates	1717	1578	4553	7712	15,560

### 6.3 Analytic approach

A series of logistic and linear regression analyses were carried out to examine whether certain background characteristics were associated with better or worse outcomes from the Reading Recovery programme. (Logistic regression was used where the outcome was a binary variable and linear regression for continuous outcome variables.)

The independent variables used in the regression analyses were identified through preliminary tests of association, removing measures that were highly inter-correlated (as indicated by the asterisk in Table 6.2). Variables that were significantly associated with the statistic of interest were then run again as 'enter' regression analyses, to ensure maximum sample size and to enable the inclusion of the two dummy variables accounting for missing data (for FSP scores and number of weeks on RR). The tables present only those variables found to be significant in the final regression and show the following data:

- In the case of logistic regression, the odds ratio compared with the reference category value of 1.0. Odds ratios greater than one indicate higher odds of the outcome variable occurring and odds ratios less than one indicate lower odds.
- In the case of linear regression, the standardised coefficients. Where this is a positive number, it indicates that a higher value in the independent variable is associated with a higher score in the outcome variable, taking account of all other characteristics. In the case of categorical variables (such as ethnicity) the coefficient indicates the effect of being in a category relative to the base category (in the case of ethnicity, being White). Where the coefficient is negative, a higher value in the independent variable (or falling into the category shown) is associated with a *lower* score in the outcome variable.

- The level of significance of each independent variable:  $p < 0.05$  (indicated by \*),  $p < 0.01$  (\*\*) or  $p < 0.001$  (\*\*\*).
- The  $R^2$  statistic indicates the amount of variance in the outcome variable explained by the independent variables in the model.

### 1. Independent variables – groups of interest and factors to control for

We included the following background variables in the initial models, as agreed with the Department. Variables marked with an asterisk were subsequently removed from the models because they were highly correlated with another variable (Pearson correlation  $> 0.7$ ).

**Table 6.2 Independent variables**

Variable	Source	Description
<b><i>Pupil demographic characteristics</i></b>		
Gender	NPD	
Age	Derived from variables in RR database	4 categories – quarters within academic year
Ethnic group	NPD	White, Black, Asian, Mixed heritage, Other
Language	NPD	Whether English was first language
FSM eligibility	NPD	Whether eligible for FSM
SEN status	RR database	Whether on SEN register prior to RR
<b><i>Pupil prior attainment</i></b>		
Entry Book Level	RR database	Continuous variable
Entry Letter Identification	RR database	Continuous variable
Entry Level Concepts	RR database	Continuous variable
Entry Word Test*	RR database	Continuous variable
Entry Writing Vocabulary	RR database	Continuous variable
Entry Hearing and Recording*	RR database	Continuous variable
Entry British Ability Scales (BAS)	RR database	Continuous variable
Entry Reading Age*	RR database	Measured in half years
NPD Foundation Stage Profile test scores (13 individual scores)	NPD	A new variable was created to take account of the high number of missing cases to enable the inclusion of as many pupils as possible. The model was stronger with the variable included.
<b><i>Reading Recovery participation</i></b>		
School year in 1 <sup>st</sup> year of RR	RR database	Year 1 or Year 2
Number of weeks on RR	RR database	A new variable was created to take account of the high number of missing cases to enable the inclusion of as many pupils as possible. The model was stronger with the variable included.
RR teacher's training year	RR database	1984-2006, 2006-7, 2007-8, 2008-10
<b><i>School characteristics</i></b>		
% eligible for FSM within school	NPD	School level variables merged from extract of NPD pertaining to relevant year. Calculation for KS1 attainment based on total number of pupils in year group and
% achieving level 2 or above in Reading at KS1 in school	NPD	

% achieving level 2 or above in Writing at KS1 in school*	NPD	number achieving level 2 or above. Where cases were missing, KS1 results for the most recent year (2009) were substituted into the variable.
% achieving level 2 or above in Maths at KS1 in school*	NPD	
% achieving level 2 or above in Science at KS1 in school*	NPD	

## 2. Outcome variables

The RR database contained a number of observations recorded at different points for children undertaking RR. The first six measures listed in Table 6.3 comprise the Observation Survey (Clay, 2002). The British Ability Scales Word Reading assessment is used to provide an external standardised assessment. Reading age refers to the expected age equivalence of their reading ability and the overall outcome indicates whether they have successfully caught up with the average standard of their class.

The analyses focused on the three general measures recorded for all follow-up assessments plus an overall measure of outcome, namely:

- overall outcome of RR (for completed cases only)
- Book Level
- British Ability Scale raw score
- Reading Age.

Descriptions of these measures are provided alongside the regression findings below.

**Table 6.3 Observations recorded for Reading Recovery children**

Assessment	Timing of assessment			
	Entry	Exit	3 month follow up	6 month follow up
Book Level	X	X	X	X
Letter Identification	X	X		
Concepts About Print	X	X		
Word Test	X	X		
Writing Vocabulary	X	X	X	X
Hearing and Recording Sounds in Words	X	X		
BAS Word Reading assessment	X	X	X	X
Reading Age	X	X	X	X
Overall outcome		X		

## 3. Missing data

The analysis was constrained by the number of missing cases which was particularly large for some variables<sup>10</sup>. The main implication was that the final models presented here were carried out for all four cohorts combined meaning that it is not possible to see whether the pattern of relative impacts from Reading Recovery changed during this period.

- Pupil demographic characteristics

Seven per cent of the pupils in the RR database were not successfully matched with the NPD which accounts for all of the missing data for gender and age and some of the missing data for ethnic group, language and FSM eligibility.

- Pupil prior attainment

There was only a small amount of missing data (3-4 per cent) for the Reading Recovery entry scores recorded by RR teachers in the RR database, apart from entry reading age (31 per cent). Nearly one-third of pupils (32 per cent) were missing data for Foundation Stage Profile Scores from the NPD. As would be expected, given the timing of the implementation of FSP testing, the proportion of missing data for FSP scores fell between 2005-6 and 2008-9. In order to include the FSP scores as independent variables in the regression models for as many children as possible, an additional variable was created indicating whether or not the data was missing and entered into the models.

- Reading Recovery participation

The data was almost complete for the child's school year and the RR teacher's training year, but the number of weeks spent on RR was not recorded for 39% of pupils in the database. An additional variable was created indicating whether or not the data was missing and entered into the models.

- School characteristics

School level Key Stage 1 attainment was missing for 23 per cent of cases (even following the substitution of scores from the most recent academic year when the scores for the relevant year were missing). The proportion of missing data for school level FSM eligibility was a little lower (18 per cent).

- Outcome observations

The recorded data for outcome observations was far less complete than for the entry assessments. The large amount of missing data for the 3 and 6 month follow up assessments ruled out the possibility of including them in the regression models.

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<sup>10</sup> Checks were carried out to ensure that the missing data was not a reflection of errors in the data preparation stage.

**Table 6.4 Proportion of missing cases for independent and dependent variables for Reading Recovery pupils**

<i>Base: pupils who started the programme between 2005-6 and 2008-9.</i>	
<b>Independent variables</b>	<b>% missing cases</b>
Gender	7
Age	7
Ethnic group	16
Language	12
FSM eligibility	8
SEN status	4
Entry Book Level	4
Entry Letter Identification	3
Entry Level Concepts	3
Entry Word Test	3
Entry Writing Vocabulary	3
Entry Hearing and Recording	3
Entry British Ability Scales (BAS)	5
Entry Reading Age	31
NPD Foundation Stage Profile test scores	32
School year in 1 <sup>st</sup> year of RR	0.1
Number of weeks on RR	39
RR teacher's training year	1
% eligible for FSM within school	18
% achieving level 2 or above in Reading at KS1 in school	23
% achieving level 2 or above in Writing at KS1 in school	23
% achieving level 2 or above in Maths at KS1 in school	23
% achieving level 2 or above in Science at KS1 in school	23
<b>Dependent (outcome) variables</b>	
Book Level – Exit	28
Book Level – 3 month	58
Book Level – 6 month	74
Letter Identification	49
Concepts About Print	32
Word Test	32
Writing Vocabulary – Exit	29
Writing Vocabulary – 3 month	59
Writing Vocabulary – 6 month	74
Hearing and Recording Sounds in Words	32
BAS Raw Score – Exit	30
BAS Raw Score – 3 month	59
BAS Raw Score – 6 month	74
Reading Age – Exit	30
Reading Age – 3 month	59
Reading Age – 6 month	74
Overall outcome	22
<b>Base</b>	<b>15,560</b>

## 7 VALUE FOR MONEY

### 7.1 Costs

The Value for Money (VfM) analysis attempts to quantify and compare the current costs and expected future lifetime benefits of ECaR. Both the costs and quantities are expressed in £ per ECaR participant, in 2010/11 prices.

The costs are estimated based on the costs questionnaires administered by NatCen, one of which is a survey of 81 ECaR LAs and the other a survey of 414 ECaR schools. The LA survey reports information such as consortium-wide implementation costs, and TL training and salary costs, while the school survey provides information on RRT salaries. Since different LAs within an ECaR consortium might share costs (such as the costs of a TL), the LA and school information is aggregated up to the consortium level. Cost information is reported for either 2008/09 or 2009/10, but was updated to 2010/2011 prices for comparability.

Non-response is a significant issue, leading to some missing values for many items of costs. We retain the 22 consortia for which at least half of the items are reported (non-missing). To replace missing values for each item, we impute the average value derived from all other non-missing values.

We calculate a short-run and long-run cost of ECaR. The short-run cost takes into account both the start-up and running costs. The long-run cost per pupil takes into account the running costs only. These cost measures are both at the consortium level.

To calculate a cost per ECaR pupil, we match in the total numbers of pupils receiving ECaR interventions in each consortium, for the year to which the costs relate. This information is taken from the IOE data on individual pupils receiving ECaR. The total cost across all remaining consortia is then divided by the total number of ECaR pupils in these consortia, to get an estimate of the cost per pupil. This is done for both the measure of short-term and long-term costs.

However, these estimates are merely the cost per pupil for the sample of data that was used; they are not necessarily the 'true' cost per pupil across all ECaR LAs. The latter cannot be known with certainty based on a sample of only 22 consortia, so it is important to reflect the uncertainty in estimating costs across the country as a whole. The source of the uncertainty is the fact that the cost survey covers a sub-sample of ECaR LAs, rather than every ECaR LA in the country. Our estimates are therefore subject to sampling error: if the survey was conducted again, different ECaR LAs might be sampled and the resulting estimates would be different.

We accommodate the uncertainty around these estimated costs by producing an estimated standard deviation for them. This is derived by a process known as 'bootstrapping': a random sample (with replacement) is chosen from the LAs, and is treated as a new sample of LAs. The whole exercise is performed again, creating a new total cost per pupil. This process is repeated 1,000 times, and the results are stored each time. The ensuing variation in the estimated cost per pupil provides upper and lower bounds on the 'true' value.

## **7.2 Quantifying the benefits of ECaR**

The benefits are estimated based on (i) the direct impact of ECaR on school-level KS1 attainment, taken from Section 6.1; (ii) the predicted effect of KS1 attainment on final educational attainment; (iii) the future benefits that are associated with final educational attainment; and (iv) the lifetime present value of those benefits. All benefits are expressed as a cash amount per ECaR participant in 2010/11 prices.

This analysis considers future benefits through three possible routes: (i) higher earnings, (ii) improved health, (iii) reduced crime rates. The final assessment of the benefits considers both the earnings benefits alone, and the total benefits across all three routes. Improvements in these outcomes caused directly by participation in ECaR itself have not been measured, however. Other factors, such as psychological benefits or externalities, have not been included as they are even more difficult to measure.

VfM analysis involves a huge amount of uncertainty, particularly when estimating the lifetime benefits of ECaR. There would be considerable uncertainty even if adult outcomes were observed; here, only child attainment is observed and potential adult outcomes must be predicted on the basis of these.

Statistical uncertainty is also important: many steps of the VfM calculation involve parameters that were estimated econometrically, which therefore have statistical margins of error around them. To reflect this, upper and lower bounds are presented at all stages. Rather than focussing on a specific magnitude for the costs and benefits, this analysis derives a range within which these quantities are likely to lie with a high probability.

Since adult outcomes are not observed, we adopt the strategy of predicting the improvement in adult educational attainment on the basis of the observed improvement in child attainment (at KS1), and then combine this with external estimates of the improvements in earnings, health or crime brought about by improvements in adult educational attainment.

In practice, this is implemented as follows: the relationship between each potential measure of attainment at 18 and KS1 attainment is estimated using individual-level administrative data for one cohort of pupils. This allows direct impacts of ECaR on KS1 Reading and Writing attainment to be translated into predicted impacts on age-18 qualifications. The estimates from this model can be found in Appendix P.

The model for this estimation procedure was created using a series of attainment records from KS1 all the way through to post-16 qualifications, based on linked National Pupil Database (NPD), Individual Learner Record (ILR) and National Information System for Vocational Qualifications (NISVQ) data. Indicators for whether children had reached the Level 2 or 3 threshold – and through which route – were derived from this information. This information was all linked together for one specific cohort – children who reached age 18 in 2008/09 – to provide a complete history of academic attainment. It was matched to School Census (formerly PLASC) data containing basic pupil-level contextual factors that might influence attainment, or the progress made between different attainment stages.

Since the lifetime benefits all depend on the impact of ECaR on final educational attainment – which is not yet known – assumptions must be made about how

increases in attainment at younger ages translate into benefits for final educational attainment. These assumptions are known as ‘depreciation scenarios’. One possible scenario is no depreciation, whereby the impact of ECaR persists fully throughout education until 18; the other extreme we model is full depreciation, whereby the impact of ECaR disappears by age 11.

The effect of KS1 Reading and Writing attainment on final (more precisely, age-18) attainment is estimated under both depreciation scenarios. To implement these scenarios, the models were estimated with and without controlling for attainment at KS2, KS3 and KS4. That is, the ‘no depreciation’ model relates the probability of moving between the different qualification levels achievable by age 18 to attainment at KS1 only (and contextual factors). This assumes that attainment at other Key Stages is redundant because it is fully encapsulated in KS1 attainment. The ‘full depreciation’ model relates the qualification outcome to KS1, KS2, KS3 and KS4 attainment jointly (plus the contextual factors). The resulting estimated effect of KS1 attainment is therefore the long-run impact of improved attainment at age 7, holding fixed the attainment at ages 11, 14 and 16. In other words, it assumes no corresponding improvement in attainment at these ages.

### **7.2.1 Earnings benefits**

The precise calculations for each of the three routes through which benefits are estimated (earnings, health and crime) differ slightly due to the data and literature that are available. For earnings, we make use of DfE estimates of the lifetime returns to a range of different qualification levels (see Figure 7.1 in the main report). For health, we make use of estimates from the health economics literature of the improvement in health deriving from an additional year of education (combined with Department of Health valuations of that improvement). For crime, we make use of estimates of the reduction in the crime rate caused by reducing the proportion of people with no formal qualifications. This has implications for the statistical model we estimate (relating age-18 attainment to KS1 attainment) in each case.

For earnings, the following qualification levels were defined: none, Level 2 vocational, Level 2 academic, Level 2 academic followed by Level 3 vocational, and Level 2 academic followed by Level 3 academic.<sup>11</sup> The lifetime returns information provided by DfE indicate the lifetime earnings premium associated with each of these qualification levels, relative to the qualification level just below it. There is therefore a whole range of earnings returns to take into account; incorporating them necessitates taking into account a range of possible improvements in qualification levels, right across the distribution of qualifications.

With the dataset described above, binary choice (probit) models were estimated for the probability of reaching any of the qualification levels above a given qualification level.<sup>12</sup> These models were estimated separately for each current qualification level

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<sup>11</sup> The Level 2 threshold via the academic route would most commonly be achieved by obtaining five or more GCSE passes at grades A\*–C, while the Level 3 threshold via the academic route would most commonly be achieved by obtaining two or more A Level passes. Level 2 via the vocational route might be achieved through a BTEC First Diploma or an NVQ Level 2; Level 3 via the vocational route might be achieved through a BTC Ordinary National Diploma, City & Guilds Advanced Craft or NVQ Level 3.

<sup>12</sup> A probit model has a binary dependent variable, which in this case may be zero if an individual that has already attained Level 2 vocational qualifications and does not achieve Level 3 academic qualifications, and one if they do. Probit models estimate the probability of the event (that is, achieving Level 3 academic qualifications) occurring.

and each potential higher qualification level; obviously this model could not be estimated for the highest qualification level observed in the data. The contextual factors controlled for in the models are gender, month of birth, English as an Additional Language, Free School Meals, Special Education Needs, and ethnicity.

The models are estimated separately by gender, because the estimated earnings benefits provided by DfE are produced separately by gender. There are 10 possible combinations of current and higher qualification level, so in total 40 probit models are estimated (10 for each gender and depreciation scenario). The estimated effects of KS1 Reading and Writing in these models can be found in Appendix P.

Having estimated these models, the effects of KS1 attainment were combined with the implied impact of ECaR per ECaR participant of each gender (derived from the analysis in Section 6.3 in the main report). This yields, for a given current qualification level, the probability of an ECaR participant attaining each of the potential higher qualification levels (and receiving the associated lifetime return). These returns are then averaged across all potential higher qualification levels (after weighting by the number of individuals at each level), to give an expected lifetime earnings benefit for each current education level. This is then averaged across all current education levels (again weighting by the number of individuals) to give the average expected return for each gender. Finally, this is averaged across genders, weighting by the gender split of ECaR participants (61% male, 39% female), to give an average expected lifetime earnings return for the group of ECaR participants as a whole.

Formally, the calculation is carried out as follows. Define the qualification levels ordinally as 1, 2, ..., 5, where 1 is no formal qualifications and 5 is Level 2 academic followed by Level 3 academic.

For each combination of gender  $g$ , current qualification level  $j$  and potential qualification level  $k$  (where  $k > j$ ), we calculate the expected lifetime earnings return for an improvement from the current to the potential qualification level as:

$$A^{gjk} = (\beta_R^g \mu_R^{gjk} + \beta_W^g \mu_W^{gjk}) V^{gjk},$$

where:

$A^{gjk}$  is the expected financial benefit of switching from qualification level  $j$  to qualification level  $k > j$  as a result ECaR, for gender  $g$ ;

$\beta_R^g$  is the impact of ECaR on KS1 Reading for gender  $g$ ;

$\beta_W^g$  is the impact of ECaR on KS1 Writing for gender  $g$ ;

$\mu_R^{gjk}$  is the marginal effect of KS1 Reading from a probit model of switching from qualification level  $j$  to qualification level  $k > j$ ;

$\mu_W^{gjk}$  is the marginal effect of KS1 Writing from a probit model of switching from qualification level  $j$  to qualification level  $k > j$ ;

$V^{gjk}$  is the DfE estimated lifetime earnings return to qualification  $k$  relative to qualification  $j$ , for gender  $g$ . This is appropriately updated (to 2010/11 prices) and discounted (to reflect the fact that current ECaR participants achieve qualifications roughly 10 years into the future).

The average expected earnings return for a given gender  $g$  and current qualification level  $j$ , is equal to  $A^{gjk}$  averaged across each potential qualification level  $k > j$ , weighted by the cell sizes of those qualification levels. This is then averaged across

each current qualification level, weighted by the cell size of that current qualification level, to give a total lifetime earnings return for each gender  $g$  as a result of ECaR,. Formally:

$$B^{gj} = \sum_{k>j} \pi^k A^{gjk}$$

$$C^g = \sum_j \pi^j B^{gj}$$

where:

$B^{gj}$  is the average expected earnings benefit as a result of ECaR for gender  $g$  and current qualification level  $j$ ;

$C^g$  is the average expected earnings benefit as a result of ECaR for gender  $g$ ;

$\pi^i$  is the proportion of people whose qualification level is  $i$  ( $\sum_{i=1}^5 \pi^i = 1$ ).

Finally, this is averaged across genders using the proportion of ECaR participants who are male or female as weights:

$$D = pC^M + (1 - p)C^F,$$

where:

$D$  is the expected average lifetime earnings benefit as a result of ECaR;

$C^M$  is the expected average lifetime earnings benefit as a result of ECaR for males;

$C^F$  is the expected average lifetime earnings benefit as a result of ECaR for females;

$p$  is the proportion of ECaR participants who are male.

Note that the parameters  $\mu_R^{gjk}$  and  $\mu_W^{gjk}$  are estimated under both depreciation scenarios. The probit models for estimating these parameters are therefore:

$$\Pr(Qual = k) = \Phi(\mu_R^{gjk} KS1_R + \mu_W^{gjk} KS1_w + \gamma X)$$

under the no-depreciation scenario, and

$$\Pr(Qual = k) = \Phi(\theta_1 KS4 + \theta_2 KS3 + \theta_3 KS2 + \mu_R^{gjk} KS1_R + \mu_W^{gjk} KS1_w + \gamma X),$$

under the full-depreciation scenario; in both cases  $\Phi(\cdot)$  is the standard normal cumulative distribution function The intermediate measures of attainment are as follows:

$KS4$  is the new style capped GCSE points score (including equivalents);

$KS3$  is the fine- grained KS3 points score in English, Maths and Science;

$KS2$  is the fine-grained KS2 points score in English, Maths and Science.

$X$  is a set of contextual factors that may also influence attainment or progress in attainment between different Key Stages. The contextual factors used in this and the following sections are:

- FSM status;
- EAL status;
- Ethnicity;
- Month of birth;
- SEN status.

### 7.2.2 Health benefits

To quantify the potential value of any health benefits of ECaR, we use estimates of the value of a Quality-Adjusted Life Year (QALY) provided by the Department of Health (2010) alongside estimates of the QALY benefit of an additional year of education taken from Groot and Maassen van den Brink (2006).<sup>13</sup> These are combined with our own estimates of the additional years of education caused by ECaR.

We therefore calculate a measure of additional years of education beyond 16 (up to age 18) for each child in the administrative data. This is measured on the basis of (i) ILR participation records for 2007/08 and 2008/09, and (ii) whether the Level 3 threshold had been achieved by age 18.

The additional years of education are then related back to KS1 attainment (or the entire history of attainment, under the full depreciation scenario) in a statistical model. In particular, the model is a least squares regression. Given that our attainment data continues up until age 18, the measure of additional years of schooling can only take the value 0, 1 or 2.<sup>14</sup> We estimate the model of additional years of schooling, pooling both genders together, and retain the estimated effects of KS1 Reading and KS1 Writing. These estimates can be found in Appendix P.

These estimates are combined with the impact of ECaR on KS1 Reading and Writing, to estimate the predicted increase in years of education caused by ECaR, under both depreciation scenarios. The estimated increase in years of education is then combined with a QALY value of an additional year in school. Finally, this is combined with a monetary value per QALY, which according to the Department of Health (2010), is £60,000 (£63,000 in 2010/11 prices).

Multiplying this by the expected QALY benefit caused by ECaR gives an annual monetary value of the improved health resulting from ECaR. We then compute the discounted sum of this amount across the lifetime, using HM Treasury's Green Book (2003) guidance on discounting future benefits.

Formally, the QALY benefit of ECaR is estimated (using similar definitions where appropriate) as:

$$Q = (\beta_R \mu_R + \beta_W \mu_W) \lambda ,$$

where:

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<sup>13</sup> See main report for full citations.

<sup>14</sup> Given the discrete nature of the measure of attainment here, we also experimented with an ordered probit model. However this produced similar estimates that were less clear to interpret, thus the least squares estimates were retained.

$\beta_R$  ( $\beta_W$ ) is the measured impact of ECaR on KS1 Reading (Writing), per ECaR participant;

$\mu_R$  ( $\mu_W$ ) is the predicted effect of KS1 Reading (Writing) on additional years of schooling;

$\lambda$  is the QALY benefit of each additional year of schooling, taken from Groot and Maassen van den Brink (2006).

The model for years of schooling ( $Y$ ) is a least squares regression model estimated under both depreciation scenarios. It therefore takes the following forms:

$$Y = \alpha + \mu_R KS1_R + \mu_W KS1_w + \gamma X + u \quad (\text{under no depreciation})$$

$$Y = \alpha + \theta_1 KS4 + \theta_2 KS3 + \theta_3 KS2 + \mu_R KS1_R + \mu_W KS1_w + \gamma X + u \quad (\text{under full depreciation}),$$

where  $X$  contains the same contextual factors as before, the intermediate measures of attainment are the same as before, and  $u$  is an error term.

To construct a valuation for this, the Department of Health's (2010) value of a QALY is multiplied by  $Q$  and applied each year into the future until participants age 76 (as an assumed broad life expectancy figure<sup>15</sup>). It is then discounted appropriately to construct the present lifetime value.

### 7.2.3 Crime benefits

To estimate the value of reductions in crime caused by ECaR, we refer to Machin et al. (2010),<sup>16</sup> who estimate the costs and benefits of reducing the proportion of youths with no qualifications by 1%. In their analysis of the social benefits, they calculate the reduction in property crimes that would result, and multiply it by the estimated cost per property crime (taken from Dubourg et al., 2005)<sup>17</sup> to arrive at the social benefit.<sup>18</sup>

The crime rate information is taken from the latest available British Crime Survey. To calculate the predicted fall in the propensity to commit property crime as a result of ECaR, we estimate probit models for the probability of obtaining some qualifications (defined as Level 2 vocational or academic, or above) instead of none. As usual, this is conducted under both depreciation scenarios. The model is therefore of the form:

$$\Pr(\text{Some qualifications}) = \Phi(\alpha + \mu_R KS1_R + \mu_W KS1_w + \gamma X) \quad (\text{under no depreciation})$$

$$\Pr(\text{Some qualifications}) = \Phi(\alpha + \theta_1 KS3 + \theta_2 KS2 + \mu_R KS1_R + \mu_W KS1_w + \gamma X) \quad (\text{under full depreciation}),$$

<sup>15</sup> The final result of the calculation is not very sensitive to the assumed value.

<sup>16</sup> See main report for full citation.

<sup>17</sup> See main report for full citation.

<sup>18</sup> They subsequently subtract from this the funding cost of a 1% increase in post-16 education, in order to produce an estimated net social benefit. This has not been done in this case: it was not deemed necessary to reflect these costs, given the prospective increase in the education participation age from 2013 onwards, which will occur independently of ECaR.

where  $\Phi(\cdot)$  is the standard normal cumulative distribution function,  $X$  contains the same contextual factors as before and the intermediate measures of attainment are the same as before (except for  $KS4$ , which is not included here).<sup>19</sup>

The marginal effects  $KS1$  Reading and Writing on the probability of achieving some qualifications can be found in Appendix P. These effects are then multiplied by the direct impacts of ECaR on  $KS1$  Reading and Writing, to obtain the predicted increase in the proportion with some qualifications as a result of ECaR. Using the figures in Machin et al. (2010), we calculate the implied fall in property crime offences as follows:

$$\Delta C = (\beta_R \mu_R + \beta_W \mu_W) \tau,$$

where:

$\Delta C$  is the predicted change in the property crime rate;

$\beta_R$  ( $\beta_W$ ) is the measured impact of ECaR on  $KS1$  Reading (Writing) attainment per participant;

$\mu_R$  ( $\mu_W$ ) is the probit marginal effect of  $KS1$  Reading (Writing) on the probability of achieving some qualifications (under either depreciation scenario);

$\tau$  is the impact on the property crime rate of a 1% increase in the proportion of people with some qualifications (taken from Machin et al., 2010).

To assign a value to these reductions in crime, we use the cost of property crime as in Machin et al. (2010) to get an annual cash benefit. This is then discounted into the future (between ages 16 and 65)<sup>20</sup>, using Treasury discounting rules, to form the lifetime discounted value of the benefit via crime.

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<sup>19</sup> The full depreciation model does not control for  $KS4$  attainment as that is too closely related to the outcome of interest in this case.

<sup>20</sup> These ages are assumed values in order to simplify the calculation. The final result does not depend significantly on the assumed value of these parameters.

Table 7.1 summarises the various empirical strategies.

**Table 7.1 Method of estimating expected lifetime benefits through each route**

	Route		
	Earnings	Health	Crime
Definition of age-18 attainment	Various qualification thresholds (see text)	Years of additional education (between ages 16 and 18)	Possession of some formal qualifications
Information source on lifetime benefits	DfE estimates of lifetime returns to each qualification level	Academic estimates of health benefit per additional year of education, plus Department of Health valuations of that health benefit	Academic estimates of crime reduction caused by possession of formal qualifications, and social benefit thereof
Statistical model	Probit	Least squares regression	Probit

### 7.3 Break-even depreciation rate

Given the extremely wide range of values under different depreciation scenarios, we calculate a rough break-even depreciation. In particular, we calculate what the effect of achieving the expected level at KS1 Reading and Writing would have to be on the probability of achieving final measures of attainment, in order for the lifetime benefits (via earnings) to match the costs. In this case, the estimated long-run cost is used as the benchmark.

As the calculation of the lifetime benefits is quite a large process with many steps and parameters, a trial-and-error process is adopted rather than solving the calculation for the desired depreciation rate. We therefore guess different values of the effect of KS1 Reading and Writing and calculate the total lifetime earnings benefit for each iteration, stopping when this quantity is approximately equal to the long-run ECaR cost per participant.

## **APPENDIX A ADVANCE LETTERS FOR LOCAL AUTHORITY SURVEYS**

### **1. Letters to ECaR Managers**

#### **Evaluation of Every Child a Reader programme**

We are writing to you to ask for your help in the evaluation of Every Child a Reader, which has been commissioned by the **Department for Children, Schools and Families**. This part of the study is examining the implementation of the Every Child a Reader (ECaR) programme, looking at all aspects of the roll out and management of ECaR at local authority and school level.

We would like you to complete a short electronic questionnaire for local authorities running ECaR which will be sent to you by e-mail in w/c 8<sup>th</sup> March.

We have written to you as the main contact for the ECaR programme based on records held by the Institute of Education and National Strategies. However, if it is more appropriate for another member of local authority staff to complete the questionnaire, please let us know or pass the questionnaire directly on to them. Please note that the questionnaire will cover the set-up and running costs of the programme (e.g. training costs for Teacher Leaders, salary costs), as well as how your local authority funds the programme. Please do consult with colleagues if they are more able to answer any of the questions.

The study is being carried out by an independent research team consisting of the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research). Any information we collect will be treated in confidence and will not be reported in any way that could identify your local authority.

The study also includes Teacher Leaders, so we are approaching all Teacher Leaders working in your LA to gain their perspective of the ECaR implementation.

We very much hope that you will be able to help us with this important study so that we can build a picture of the full range of experiences. If you have any queries, please call the NatCen freephone number: [REDACTED] or email us on [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk).

Yours sincerely,

Ola Turczuk  
Researcher

## **2. Letters to Teacher Leaders**

### **Evaluation of Every Child a Reader programme**

We are writing to you to ask for your help in the evaluation of Every Child a Reader, which has been commissioned by the **Department for Children, Schools and Families**. This part of the study is examining the implementation of the Every Child a Reader (ECaR) programme, looking at all aspects of the roll out and management of ECaR at local authority and school level.

We would like you to complete a short electronic questionnaire for Teacher Leaders in the ECaR programme which will be sent to you by e-mail in w/c 8<sup>th</sup> March.

The study is being carried out by an independent research team consisting of the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research). Any information we collect will be treated in confidence and will not be reported in any way that could identify your local authority.

We have also approached the Link Support person or ECaR lead in the local authority/consortium you work in to gain their perspective of the ECaR implementation.

We very much hope that you will be able to help us with this important study so that we can build a picture of the full range of experiences. If you have any queries, please call the NatCen freephone number: [REDACTED] or email us on [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk).

Yours sincerely,

Ola Turczuk  
Researcher

## **APPENDIX B ADVANCE LETTERS FOR SCHOOL SURVEYS**

### **1. Letters to head teachers**

#### **Helping Children Read: Evaluation of Every Child a Reader programme**

We are writing to you to ask for your help in the evaluation of Every Child a Reader, which has been commissioned by the **Department for Children, Schools and Families**. This part of the study is examining the implementation of the Every Child a Reader (ECaR) programme, looking at all aspects of the roll out and management of ECaR at school and local authority level.

We would be very grateful if you could fill in the enclosed questionnaire and return it to us by **28<sup>th</sup> May 2010** in the pre-paid envelope enclosed with this letter.

Your school has been randomly selected from amongst those running ECaR to give a full picture of schools' experience of the programme. We have also sent a questionnaire to your Reading Recovery teacher to get their perspective on the programme.

The study is being carried out by an independent research team consisting of the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research). Any information we collect will be treated in confidence and will not be reported in any way that could identify you or your school.

If you have any queries, please call the NatCen freephone number: [REDACTED] or email us on [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk). We very much hope that you will be able to take part in this important study.

Yours sincerely,

Ola Turczuk  
Researcher

## **2. Letters to Reading Recovery teachers**

### **Helping Children Read: Evaluation of Every Child a Reader programme**

We are writing to you to ask for your help in the evaluation of Every Child a Reader, which has been commissioned by the **Department for Children, Schools and Families**. This part of the study is examining the implementation of the Every Child a Reader (ECaR) programme, looking at all aspects of the roll out and management of ECaR at school and local authority level.

We would be very grateful if you could fill in the enclosed questionnaire and return it to us by the **28<sup>th</sup> May 2010** in the pre-paid envelope enclosed with this letter.

Your school has been randomly selected from amongst those running ECaR to give a full picture of schools' experience of the programme. We have also sent a questionnaire to your school's head teacher to get their perspective on the programme.

The study is being carried out by an independent research team consisting of the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research). Any information we collect will be treated in confidence and will not be reported in any way that could identify you or your school.

If you have any queries, please call the NatCen freephone number: [REDACTED] or email us on [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk). We very much hope that you will be able to take part in this important study.

Yours sincerely,

Ola Turczuk  
Researcher

## APPENDIX C QUESTIONNAIRE FOR SURVEY OF ECAR MANAGERS

SN: <merge>



### Every Child a Reader Evaluation LA Link Support Person / Primary Strategy Manager Questionnaire

Most of the questions can be answered by clicking on the box next to the answer that applies to you or typing an answer in the boxes like this . Sometimes you can tick more than one box – there will be an instruction if you can do this. You are sometimes told to skip over some questions. When this happens, you will see an arrow with a note that tells you which question to answer next. Otherwise, please just go to the next question.

Please ensure that you save all your answers before sending back the completed questionnaire (you can do this by using 'Save As...' command in Word).

Please send the completed questionnaire to [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk) by 16<sup>th</sup> April. If you have any queries or require more information please call the NatCen freephone number: 0800 652 0201 or email us on [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk).

#### Your main role and responsibilities in Every Child a Reader (ECaR)

**Q.1** Which of the following best describes your main role in ECaR?  
*Just tick the first that applies.*

Link Support Person

ECaR lead for Local Authority (LA)

Other role in ECaR (*specify in box below*)

**Q.2** When did you take on this role in ECaR? *Please enter month and year.*

**Q.3** What are your main responsibilities in relation to ECaR?  
*Please tick all that apply.*

Strategic management of ECaR within LA

Financial management of the programme

Managing consortium of ECaR LAs

Recruitment and management of Teacher Leaders

Recruitment of schools to ECaR

Responsible for dissemination/communication of ECaR

Responsible for monitoring and evaluation of ECaR

Other (*specify in box below*)

**Entering and setting up ECaR**

**Q.4** Have you found the available information, advice and support for **setting up ECaR...**

- Sufficient  ⇒ Q.5  
 Insufficient  ⇒ Q.5  
 Too early to say  ⇒ Q.5  
 Don't know  ⇒ Q.6

**Q.5** Please explain briefly your reasons for saying this, please include any aspects that you found particularly helpful and any support, help or information that you would like more of.

**Q.6** Please indicate whether each of the following were sufficient or insufficient for the successful launch of ECaR in your LA.  
Please tick one box per row.

	Suffi- cient	Insuffi- cient	Don't know	Too early to say	Not appli- cable
Planning and set-up time for programme	<input type="checkbox"/>				
Planning and set-up time for Reading Recovery Centre	<input type="checkbox"/>				
Initials funds available for programme	<input type="checkbox"/>				

**Teacher Leaders**

**Q.7** Who was responsible for recruiting the Teacher Leader(s) working in your LA?

- Staff in your LA  ⇒ Q.8  
 Staff in another LA in the same consortium  ⇒ Q.10  
 Other (specify in box below)  ⇒ Q.10  
       
 Don't know  ⇒ Q.10

**Q.8** Did your LA find recruiting a suitable Teacher Leader (or Teacher Leaders)...

- Very difficult   
 Fairly difficult   
 Fairly easy   
 Very easy   
 Don't know

**Q.9** What are your main reasons for saying this?

**Q.10** Who is responsible for managing the Teacher Leader(s) working in your LA?

- Staff in your LA  ⇒ Q.11  
 Staff in another LA in the same consortium  ⇒ Q.12  
 Other (specify in box below)  ⇒ Q.12

**Q.11** Thinking about managing the Teacher Leader(s) in your LA, how much do you agree or disagree with the following statements?

*Please tick one box per row.*

	Agree a lot	Agree a little	Dis- agree a little	Dis- agree a lot	Too early to say
Staff have sufficient time to supervise the Teacher Leader(s) effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have sufficient knowledge about ECaR and Reading Recovery to supervise the Teacher Leader(s) effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is difficult for LA staff to manage the Teacher Leader(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q.12** For each of the following, please indicate whether you see this as a major role, minor role or not part of the role of the Teacher Leader(s) working in your LA?

Please tick one box per row.

	Major role	Minor role	Not part of role	Not applicable / Too early to say
Recruitment of schools to ECaR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising on selection of Reading Recovery teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of Reading Recovery training for Reading Recovery teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ongoing support and advice in Reading Recovery to Reading Recovery teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance of Reading Recovery teaching in your LA(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of training in literacy interventions (other than Reading Recovery) to Reading Recovery teachers/ECaR schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ongoing support and advice in literacy interventions (other than Reading Recovery) to Reading Recovery teachers/ECaR schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of advice about Reading Recovery and other literacy interventions within LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversight of monitoring the progress of children receiving Reading Recovery while they are in the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversight of monitoring the progress of children receiving Reading Recovery once they have left the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring literacy interventions (other than Reading Recovery) in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of ECaR in conjunction with LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing Reading Recovery teaching to individual children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other aspects (specify in box below) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ECaR schools and Reading Recovery teachers**

**Q.13** What criteria are/were used for selecting schools in your LA to take part in ECaR?  
Please tick all that apply.

- Lower levels of reading attainment in the school (based on FSP or KS1 results)
- Higher levels of deprivation or numbers in vulnerable groups (e.g. those eligible for FSM, looked after children)
- High school commitment to the ECaR programme and supporting a Reading Recovery teacher
- High quality of leadership and management
- Procedures for monitoring/evaluation in place or being developed
- Other (specify in box below)

**Q.14** Did your LA find recruiting your target number of schools to the programme...

- Very difficult
- Fairly difficult
- Fairly easy
- Very easy
- Don't know
- Too early to say

**Q.15** What are your main reasons for saying this?

**Reading Recovery and other literacy interventions in ECaR**

**Q.16** Does your LA promote the use of particular literacy interventions at KS1 (other than Reading Recovery) by schools as part of the ECaR programme?

- Yes  ⇒ Q.17
- No  ⇒ Q.18

**Q.17** Which of the following literacy interventions does your LA promote for use at KS1 by ECaR schools?

*Please tick all that apply.*

- Early Literacy Support (ELS)
- Talking Partners
- Better Reading Partnership
- Catch up Literacy
- Fischer Family Trust (FFT) Wave 3
- Paired Reading
- Family Literacy approaches
- The 'Dyslexia friendly' classroom/school
- Other interventions (*specify in box below*)
- None of these

**Q.18** Does your LA have arrangements in place for monitoring schools and/or pupils on the ECaR programme?

- Yes  ⇒ Q.20
- No  ⇒ Q.19

**Q.19** Does your LA have plans for monitoring ECaR within the next 12 months?

- Yes  ⇒ Q.22
- No  ⇒ Q.22

**Q.20** What monitoring arrangements are in place for the ECaR programme?  
Please tick all that apply.

- Monitoring of school-level information for ECaR schools
- Monitoring of pupil-level information for children receiving Reading Recovery
- Longer-term tracking and monitoring of children **discontinued** from Reading Recovery
- Longer-term tracking and monitoring of children **referred** after Reading Recovery
- Monitoring of pupil-level information for children receiving other literacy interventions at KS1 as part of ECaR
- Longer-term tracking and monitoring of children who have received other literacy interventions at KS1 as part of ECaR
- Other (specify in box below)
- Don't know

**Q.21** Which types of monitoring information are being collected by your LA for ECaR?  
Please tick all that apply.

- Number of pupils receiving Reading Recovery
- Number of pupils receiving other literacy interventions as part of ECaR
- KS1 results for schools in the programme
- KS1 results for pupils receiving interventions as part of ECaR
- Other (specify in box below)
- Don't know

**General management of the programme**

**Q.22** Does your LA have arrangements in place for evaluating the ECaR programme?

- Yes  ⇒ Q.24
- No  ⇒ Q.23

**Q.23** Does your LA have plans to evaluate the ECaR programme within the next 12 months?

Yes  ⇒ Q.25  
No  ⇒ Q.25

**Q.24** What arrangements are in place for evaluating the ECaR programme?  
*Please tick all that apply.*

Analysis of monitoring information from schools for Reading Recovery

Analysis of monitoring information from schools for other literacy interventions at KS1 as part of ECaR

Consultation with/feedback from LA staff and Teacher Leaders

Consultation with/feedback from schools in ECaR programme

Commissioned local evaluation of ECaR

Other (*specify in box below*)

**Q.25** Have you found the advice and support received for the **ongoing management** of the ECaR programme...

Sufficient  ⇒ Q.26  
Insufficient  ⇒ Q.26  
Too early to say  ⇒ Q.26  
Don't know  ⇒ Q.27

**Q.26** Please explain briefly your reasons for saying this, please include any aspects that you found particularly helpful and any support, help or advice that you would like more of.

<b>Costs and funding</b>
--------------------------

**Q.27** Please enter your best estimates for how ECaR is/will be funded.  
*If your LA entered ECaR in 2008/09 or earlier enter funding received for 2008/09 .If your LA entered ECaR in 2009/10 enter projected funding for 2009/10.*

Specify which financial year (e.g. 2008/09)

(£)

**Sources of funding**

Specific DCSF grant received for ECaR (towards Teacher Leaders, Teacher Leader training and Reading Recovery teachers)

Other central government grants (specify source below)



Funding from core local authority budget

Private sector funding

Other funding (specify source below)

**Q.28** Thinking about the total amount of funding available for ECaR (i.e. from grants, your core LA budget, or any other sources), how much did your LA spend/ is planning to spend in each of the following categories?

*If your LA entered ECaR in 2008/09 or earlier enter costs for 2008/09. If your LA entered ECaR in 2009/10 enter projected costs for 2009/10. A best estimate will do. For LAs working in consortia, please include only your LA's share of the costs.*

Specify which financial year (e.g. 2008/09)

**Set-up costs**

(£)

Teacher Leader course costs

Other training costs for Teacher Leaders (e.g. expenses, travel)

Establishing a Reading Recovery centre (e.g. adaptation of accommodation)

Books, materials, equipment

Other set-up costs (specify in box below)



**Running costs**

Teacher Leader salary

Teacher Leader travel

Service-level agreement (SLA) with National Strategies/loE

Running costs for Reading Recovery centre (e.g. rent, bills)

Other running costs for ECaR (specify in box below)



**Q29.** Have you incurred / do you envisage any (additional) set-up costs beyond those you have entered in the question above?

	Yes	No
Teacher Leader course costs	<input type="checkbox"/>	<input type="checkbox"/>
Other training costs for Teacher Leaders	<input type="checkbox"/>	<input type="checkbox"/>
Establishing a Reading Recovery Centre	<input type="checkbox"/>	<input type="checkbox"/>
Books, material, equipment	<input type="checkbox"/>	<input type="checkbox"/>
Other set-up costs	<input type="checkbox"/>	<input type="checkbox"/>

- Q.30** In addition to these costs, what, if any, internal LA staff time is contributed to the programme?  
*If your LA entered ECaR in 2008/09 or earlier enter time and costs for 2008/09 .If your LA entered ECaR in 2009/10 enter projected time and costs for 2009/10. A best estimate will do. For LAs working in consortia, please include only your LA's share of staff time. Please exclude Teacher Leader time as this is accounted for above.*

Specify which financial year (e.g. 2008/09)

	Total full-time equivalent	Associated salary costs (£)
First member of staff (specify role below) <input type="text"/>		
Second member of staff (specify role below) <input type="text"/>		
Third member of staff (specify role below) <input type="text"/>		
Fourth member of staff (specify role below) <input type="text"/>		

- Q.31** What was/will be the total expenditure by schools within your LA on the ECaR programme?  
*A best estimate will do. If your LA entered ECaR in 2008/09 or earlier enter expenditure for 2008/09 .If your LA entered ECaR in 2009/10 enter projected expenditure for 2009/10.*

Specify which financial year (e.g. 2008/09)

Total expenditure by schools within LA

(£)

<b>The future and other issues</b>
------------------------------------

- Q.32** Within the overall early literacy strategy of your LA does the ECaR programme have a high, medium or low priority?

- High priority   
 Medium priority   
 Low priority   
 Don't know

**Q.33** Which, if any, other Every Child programmes does your LA participate in?  
Please tick all that apply.

- |   |                          |   |      |
|---|--------------------------|---|------|
| Every Child Counts  | <input type="checkbox"/> | ⇒ | Q.34 |
| Every Child a Writer  | <input type="checkbox"/> | ⇒ | Q.34 |
| Every Child a Talker  | <input type="checkbox"/> | ⇒ | Q.34 |
| LA does not participate in any other Every Child programmes | <input type="checkbox"/> | ⇒ | Q.34 |
| Don't know  | <input type="checkbox"/> | ⇒ | Q.34 |

**Q.34** Which one of the following best describes how the Every Child programmes are planned and managed in your LA?

- All Every Child programmes are jointly planned and managed
- Every Child programmes are planned and managed separately, with co-ordination on specific issues (e.g. selection of schools for a programme)
- Every Child programme are planned and managed separately with no specific co-ordination arrangements in place
- Other arrangements (specify in box below)

**Q.35** If there was no central government funding for ECaR, what would your LA be most likely to do?

- Run programme on same scale as now (using alternative funding)
- Run programme on reduced scale (using alternative funding)
- Stop the programme and adopt different literacy interventions
- Stop the programme without adopting different literacy interventions
- Other (specify in box below)
- Don't know

**Q.36** For each of the following, please indicate whether your LA sees this as a primary or secondary goal of the ECaR programme or whether this is not seen as a specific goal of the programme.  
Please tick one box per row.

	Primary goal	Secondary goal	Not specific goal
Improved levels of reading attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved levels of general academic attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved long-term outcomes for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater staff awareness of literacy interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater staff awareness of how to support those with reading difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other outcomes (specify in box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Don't know	<input type="checkbox"/>		

**Q.37** What influence do you think each of the following factors will have on the future sustainability of the ECaR programme in your LA?  
Please tick one box per row.

	Positive influence	Negative influence	No influence	Too early to say
Levels of interest/support from central government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levels of interest/support from LA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levels of interest/support from headteachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levels of interest/support from other school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levels of interest/support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of Reading Recovery Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Reading Recovery teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Levels of funding available for programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence about the effectiveness of the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify in box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>				

**Q.38** If you would like to make any comments about your answers or any other aspect of the study, please type these in below:

## APPENDIX D QUESTIONNAIRE FOR SURVEY OF TEACHER LEADERS

SN <merge>



### Every Child a Reader Evaluation Teacher Leader Questionnaire

Most of the questions can be answered by clicking on the box next to the answer that applies to you or typing an answer in the boxes like this . Sometimes you can tick more than one box – there will be an instruction if you can do this. You are sometimes told to skip over some questions. When this happens, you will see an arrow with a note that tells you which question to answer next. Otherwise, please just go to the next question.

Please ensure that you save all your answers before sending back the completed questionnaire (you can do this by using 'Save As...' command in Word).

Please send the completed questionnaire to [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk) by 16<sup>th</sup> April. If you have any queries or require more information please call the NatCen freephone number: 0800 652 0201 or email us on [ECAR@natcen.ac.uk](mailto:ECAR@natcen.ac.uk).

<b>Main role and responsibilities in Every Child a Reader (ECaR)</b>
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Q.1 When did you start working as a Teacher Leader in your current local authority/consortium (including any training year)? *Please enter year.*

Q.2 Do you work in more than one local authority (LA)?

Yes  ⇒ Q.3  
No  ⇒ Q.5

Q.3 How many LAs do you work in? *Please enter number.*

Q.4 How much time do you spend working in each LA?  
*Enter name and proportion of time for each. E.g Kent - 30%*

Name	-	%
LA 1 - <input style="width: 50px;" type="text"/>	-	<input style="width: 30px;" type="text"/>
LA 2 - <input style="width: 50px;" type="text"/>	-	<input style="width: 30px;" type="text"/>
LA 3 - <input style="width: 50px;" type="text"/>	-	<input style="width: 30px;" type="text"/>
LA 4 - <input style="width: 50px;" type="text"/>	-	<input style="width: 30px;" type="text"/>

Q.5 Are there any other Teacher Leaders working with you in the same LA(s)?

Yes

No

Q.6 Approximately how many Reading Recovery teachers do you personally currently support?

*Please enter number.*

*If in training and not yet supporting Reading Recovery teachers enter zero.*

Q.7 What was your main role or job immediately before becoming a Teacher Leader in your LA/consortium of LAs?

Literacy consultant/advisor

Primary School Teacher

Headteacher

Reading Recovery teacher

Teacher Leader in a different LA/consortium

Other role/job (*specify in box below*)

**Training, support and professional development**

Q.8 Have you undertaken the MA in Literacy Learning and Literacy Difficulties run by the Institute of Education?

Yes – have completed MA  ⇒ Q.9

Yes – currently studying MA  ⇒ Q.9

No  ⇒ Q.10

- Q.9** a. Which of the following aspects of the MA course have you undertaken or received?  
Please tick all that apply in the first column below.
- b. If received/undertaken, how useful has this been in carrying out your role as a Teacher Leader?  
Please tick one box per row for each aspect received/undertaken.

	Tick if used	Very useful	Quite useful	Not very useful	Not at all useful	Too early to say
First-year taught course of MA at the IoE	<input type="checkbox"/>					
Teaching Reading Recovery to children during your first year of MA study	<input type="checkbox"/>					
Second year research study of MA	<input type="checkbox"/>					
Visits from the National Trainers/Coordinators during your MA	<input type="checkbox"/>					
None of these	<input type="checkbox"/>	⇒ Q.10				

- Q.10** a. Which of the following types of training or support have you received so far in your role as a Teacher Leader? Please tick all that apply in the first column below.
- b. If received, how useful has this been in carrying out your role as a Teacher Leader? Please tick one box per row for each type received.

	Tick if used	Very useful	Quite useful	Not very useful	Not at all useful	Too early to say
Visit(s) from the National Trainers/Coordinators (after MA study)	<input type="checkbox"/>					
Continuing contact sessions with National Trainers/Co-ordinators	<input type="checkbox"/>					
Teacher Leaders' Newsletters	<input type="checkbox"/>					
Ad hoc advice requested from the National Trainers/Co-ordinators on specific queries	<input type="checkbox"/>					
Other Continuing Professional Development (CPD) provided by the National Trainers/Co-ordinators	<input type="checkbox"/>					
Advice from your LA/consortium of LAs (e.g. LA Link Support Person)	<input type="checkbox"/>					
Advice from other Teacher Leaders	<input type="checkbox"/>					
Other support (specify in box below) <input type="text"/>	<input type="checkbox"/>					
None of these	<input type="checkbox"/>	⇒ Q.11				

**Q.11** Is there any other training or support that you feel would be useful in carrying out your role as Teacher Leader?  
Please describe below.

**Your work with schools, Reading Recovery Teachers and LAs**

**Q.12** Which of the following activities do you currently undertake as part of your role as Teacher Leader?  
Please tick all that apply.

- Recruitment of schools to ECaR
- Advising on selection of Reading Recovery teachers
- Provision of Reading Recovery training for Reading Recovery teachers
- Ongoing support and advice in Reading Recovery to Reading Recovery teachers
- Quality assurance of Reading Recovery teaching in your LA(s)
- Provision of training in literacy interventions (other than Reading Recovery) to Reading Recovery teachers/ECaR schools
- Ongoing support and advice in literacy interventions (other than Reading Recovery) to Reading Recovery teachers/ECaR schools
- Provision of advice about Reading Recovery and other literacy interventions within LA
- Monitoring the progress of children receiving Reading Recovery while they are in the programme
- Monitoring the progress of children receiving Reading Recovery once they have left the programme
- Monitoring other literacy interventions in ECaR schools
- Evaluation of ECaR in conjunction with LA
- Providing Reading Recovery teaching to individual children
- Other aspects of your role (specify in box below)

**Q13.** Thinking about your role as a Teacher Leader, what aspects of your role do you feel most comfortable with and in what, if anything, would you like more support or training? *Please describe below.*

**Q.14** Thinking of the Reading Recovery teachers you support, approximately what proportion do you estimate follow the guidelines for incorporating phonics into Reading Recovery sessions?

- Over three-quarters (75%+)
- Over half to three-quarters (51-75%)
- Over a quarter to a half (26-50%)
- Up to a quarter (1-25%)
- None

**Q.15 a.** How often are you in contact with each of the following? *Please tick one box per row for each type of contact.*

**b.** If in contact, generally how helpful would you say this contact has been for carrying out your role as Teacher Leader? *Please tick one box per row for each type of contact made.*

	At least weekly	At least monthly	At least every 3 months	Less often	Never	Not applicable	Very helpful	Quite helpful	Not helpful	Not helpful at all	Too early to say
Other Teacher Leaders working in the same LAs or consortium as you	<input type="checkbox"/>										
Other Teacher Leaders working in different LAs or consortia	<input type="checkbox"/>										
Your line manager	<input type="checkbox"/>										
Other LA staff in the LA(s) you work in	<input type="checkbox"/>										
Other LA staff in the same consortium (but not in the LAs you work)	<input type="checkbox"/>										
Head teachers/senior management teams in the ECaR schools you work with	<input type="checkbox"/>										
Reading Recovery teachers in the ECaR schools you work with	<input type="checkbox"/>	--	--	--	--	--					
Other school staff/governors etc in the ECaR schools you work with	<input type="checkbox"/>										
The National Reading Recovery Trainers and Co-ordinators	<input type="checkbox"/>										

**Q.16** Thinking about all aspects of your work as a Teacher leader, what has been the greatest help and what has proved to be the biggest hindrance so far?  
*Please describe below.*

**Q.17** Thinking about your work as a Teacher Leader, how much do you agree or disagree with the following statements?

*Please tick one box per row.*

	Agree a lot	Agree a little	Dis- agree a little	Dis- agree a lot	Too early to say
I have sufficient time to carry out my role as Teacher Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sufficient resources to carry out my role as Teacher Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following the initial training, I have had sufficient training and support to carry out my role as Teacher Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the aims and objectives of the Teacher Leader role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have other responsibilities which are outside the Teacher Leader role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am unable to carry out all parts of the Teacher Leader role ( <i>specify which parts in box below</i> ) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in carrying out my role as Teacher Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy working as a Teacher Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am committed to working as a Teacher Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have found the Teacher Leader role difficult to carry out ( <i>specify what the main difficulties have been in box below</i> ) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Recovery teachers in the schools I work with are able to carry out their role effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Layered literacy interventions (other than Reading Recovery)**

This section asks about layered literacy interventions (other than Reading Recovery), i.e. any one-to-one or group-based interventions implemented at KS1 as part of the ECaR programme.

**Q.18** Which one of the following **best describes** the process of choosing which literacy interventions (other than Reading Recovery) are to be implemented in ECaR schools at KS1?

- Schools decide themselves which interventions they implement without consulting Teacher Leader
- Schools often consult Teacher Leader when choosing interventions
- Schools always consult Teacher Leader when choosing interventions
- Teacher Leader recommends which interventions should be implemented
- LA recommends which interventions should be implemented
- Teacher Leader decides which interventions should be implemented
- LA decides which interventions should be implemented
- Other (*specify in box below*)
- Varies too much to say
- Don't know

**Q.19** In addition to Reading Recovery, which of the following literacy interventions do you provide advice to ECaR schools at KS1?

*Please tick all that apply.*

- Early Literacy Support (ELS)
- Talking Partners
- Better Reading Partnership
- Catch up Literacy
- Fischer Family Trust (FFT) Wave 3
- Paired Reading
- Family Literacy approaches
- The 'Dyslexia friendly' classroom/school
- Other interventions as decided by LA/consortium (*specify in box below*)
- Other interventions requested by schools (*specify in box below*)
- Have not recommended any interventions other than Reading Recovery

<b>Perceptions of the ECaR programme</b>
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**Q.20** Would you say levels of general awareness of ECaR amongst staff in the LA(s) you work in are...

- Very high
- Quite high
- Quite low
- Very low
- Varies too much to say

**Q.21** For each of the following, please indicate whether you see this as a primary or secondary goal of the ECaR programme or whether this is not seen as a specific goal of the programme?

Please tick one box per row.

	Primary goal	Secondary goal	Not specific goal
Improved levels of reading attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved levels of general academic attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved long-term outcomes for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater staff awareness of literacy interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater staff awareness of how to support those with reading difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify in box below) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q.22** What influence do you think each of the following factors will have on the future sustainability of the ECaR programme in your LA/consortium?

Please tick one box per row.

	Positive influence	Negative influence	No influence	Varies too much to say	Don't know
Levels of interest/support from central government	<input type="checkbox"/>				
Levels of interest/support from LA	<input type="checkbox"/>				
Levels of interest/support from headteachers	<input type="checkbox"/>				
Availability of Reading Recovery Teachers	<input type="checkbox"/>				
Quality of Reading Recovery teachers	<input type="checkbox"/>				
Levels of interest/support from other school staff	<input type="checkbox"/>				
Levels of interest/support from parents	<input type="checkbox"/>				
Levels of funding available for programme	<input type="checkbox"/>				
Evidence that the programme works	<input type="checkbox"/>				
Other (specify in box below) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Q.23** In your experience, would you say that the ECaR programme has been generally effective or not effective in schools, or does it vary too much between schools to say?

- Generally effective
- Generally not effective
- Varies too much between schools
- Too early to say

**Q.24** What are your reasons for saying this?

**Q.25** In your experience, how important are the following groups for ECaR to be effective in schools?

*Please tick one box per row.*

	Very important	Quite important	Not very important	Not important at all
Headteacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior Management Team staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Recovery teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Link Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other teachers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching assistants in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify in box below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q.26** If you would like to make any comments about your answers or any other aspect of the study, please type these in below:

## APPENDIX E QUESTIONNAIRE FOR SURVEY OF HEAD TEACHERS



SN 001-004 CKL 005      CARD 006-007 Batch 008-012

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# Every Child a Reader Evaluation

## Headteacher Questionnaire

This questionnaire is about the implementation of Every Child a Reader (ECaR), looking at aspects of the roll out and management of the programme at the school level. The study is part of the evaluation of ECaR commissioned by the Department for Children, Schools and Families. The evaluation is being carried out by a team of independent research organisations led by NatCen and including the Institute for Fiscal Studies.

Most of the questions can be answered by ticking the box next to the answer that applies to you. Sometimes you can tick more than one box – there will be an instruction if you can do this. You are sometimes told to skip over some questions. When this happens, you will see an arrow with a note that tells you which question to answer next. Otherwise, please just go to the next question.

Please send the completed questionnaire back in the envelope provided by **28<sup>th</sup> May 2010**.  
If you have any queries or require more information please call the NatCen freephone number: **0800 652 0501** or email us on **ECAR@natcen.ac.uk**

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### Set up and management of Every Child a Reader (ECaR)

1. a. Have you found the advice and support received for **setting up** ECaR in your school... 013

Sufficient	<input type="checkbox"/>	1	→ Q1b
Insufficient?	<input type="checkbox"/>	2	→ Q1b
Don't know/ too early to say	<input type="checkbox"/>	3	→ Q2

b. Please explain briefly your reasons for saying this, please include any aspects that you found particularly helpful and any support, help or advice that you would like more of. 014

---

Spare 015-040

2. a. Have you found the advice and support received for **ongoing delivery and management of the programme** in your school... 041

Sufficient  1 → Q2b

Insufficient?  2 → Q2b

Don't know/ too early to say  3 → Q3

- b. Please explain briefly your reasons for saying this, please include any aspects that you found particularly helpful and any support, help or advice that you would like more of. 042

Spare 043-070

**Reading Recovery and other literacy interventions**

3. How did your school recruit your Reading Recovery Teacher(s)? 071-074  
Please tick all that apply.

Trained an existing member of staff  1 → Q4

Recruited and trained a new member of staff specifically for the role  2 → Q4

Recruited a trained Reading Recovery teacher  3 → Q4

Other (please specify in box below)  4 → Q4

075

School not responsible for recruiting Reading Recovery teacher(s)  5 → Q5

Spare 076-090

4. For each of the following, please indicate whether this has generally been a help or a hindrance in recruiting Reading Recovery teachers. Please tick one box per row.

	Help	Hindrane	Neither help nor hindrance	Too early to say	
Levels of interest amongst existing staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	091
Availability of candidates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	092
Suitability of candidates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	093
Knowledge of what the criteria for Reading Recovery Teacher are	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	094
Levels of support from Teacher Leader	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	095
Levels of support from LA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	096
Other (please specify in box below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	097

098

Spare 099-120

Evaluation of Every Child a Reader Technical Report

5. For each of the following aspects of Reading Recovery, please indicate whether your school has found this... Please tick one box per row.

	Very difficult	Fairly difficult	Fairly easy	Very easy	Too early to say	Not applicable	
Selecting and recruiting Reading Recovery Teacher(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	121
Supporting Reading Recovery Teacher(s) attendance at Reading Recovery training sessions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	122
Retaining Reading Recovery Teacher(s) during training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	123
Retaining Reading Recovery Teacher(s) after training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	124
Ring-fencing Reading Recovery Teacher's time for teaching Reading Recovery to pupils	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	125
Ensuring that Reading Recovery pupils attend Reading Recovery lessons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	126
Providing a suitable teaching space for Reading Recovery lessons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	127

6. Are there any arrangements in place for monitoring the work of Reading Recovery Teacher(s)?

- Yes, monitored by school (please specify type of arrangements in box below)  1 128
- 
- 129  
Spare 130-139
- Yes, monitored by Teacher Leader and reported back to school  2
- Yes, monitored by Teacher Leader but not reported back to school  3
- Other arrangements (please specify type of arrangements in box below)  4
- 
- 140  
Spare 141-150
- No arrangements in place  5

7. Does your school provide literacy interventions at KS1 other than Reading Recovery as part of the ECaR programme or have plans to provide these within the next 12 months?

- Yes, provide other literacy interventions  1
- Yes, have plans to provide these  2
- No  3

**Costs, funding and staff time**

8. Please estimate the amount of funding for the ECaR programme in (i) 2008/09 and (ii) the 2009/10 (projected) received from each of the following sources. A best estimate will do. Schools entering ECaR in 2009/10 should enter projected funding for 2009/10 only. You can enter the costs for the financial or academic years. Please indicate at the bottom of the page which one you have entered.

Funding source	2008/09	2009/10
Specific grant for ECaR from Local Authority/DCSF	<input type="text"/> 152-157	<input type="text"/> 158-163
Other specific grants from Local Authority (please specify in box below)	<input type="text"/> 164-169	<input type="text"/> 170-175
<input type="text"/>		176 Spare 177-190
Other specific DCSF grants (please specify in box below)	<input type="text"/> 191-196	<input type="text"/> 197-202
<input type="text"/>		203 Spare 204-220
From general school budget	<input type="text"/> 221-226	<input type="text"/> 227-232
Funding from private sector/local businesses etc	<input type="text"/> 233-238	<input type="text"/> 239-244
Other sources of funding (please specify in box below)	<input type="text"/> 245-250	<input type="text"/> 251-256
<input type="text"/>		257 Spare 258-280

9. How much did your school spend on the ECaR programme in each of the following categories for (i) 2008/09 and (ii) 2009/10 (projected)? A best estimate will do. Schools entering ECaR in 2009/10 should enter projected costs for 2009/10 only.

Costs	2008/09	2009/10
Reading Recovery Teacher salary	<input type="text"/> 281-286	<input type="text"/> 287-292
Reading Recovery Teacher training course (this may be zero if your local authority covers costs)	<input type="text"/> 293-298	<input type="text"/> 299-304
Books, texts for Reading Recovery or other ECaR interventions	<input type="text"/> 305-310	<input type="text"/> 311-316
Other equipment (e.g. magnetic whiteboard and letters) for use in Reading Recovery and other ECaR interventions	<input type="text"/> 317-322	<input type="text"/> 323-328
Other costs (please specify in box below)	<input type="text"/> 329-334	<input type="text"/> 335-340
<input type="text"/>		341 Spare 342-360

Please indicate whether costs entered above are for the financial or academic years:

Financial years  1

Academic years  2

361

Evaluation of Every Child a Reader Technical Report

10. a. Please estimate **the total number of staff hours** spent on the ECaR programme in your school by different levels of staff. You can enter the hours **per week** (during term) or **per term** – whichever is easiest. This includes delivery of Reading Recovery and other interventions as part of ECaR, management and administration, staff training and so on. *Please enter zero if staff are not involved in ECaR.*
- b. Please also enter either the **hourly rate** or **full-time equivalent salary costs** for staff involved in the ECaR programme so that we can calculate the staff costs of ECaR.

Staff involved	Hours spent on ECaR		Staff costs	
	Enter hours per week or per term Per week (during term)	Per Term	Enter the salary or hourly rate Full-time equivalent	Hourly rate
Reading Recovery teacher(s)	<input type="text"/> 362-363	<input type="text"/> 364-366	<input type="text"/> 367-372	<input type="text"/> 373-377
Other teachers	<input type="text"/> 378-379	<input type="text"/> 380-382	<input type="text"/> 383-388	<input type="text"/> 389-393
Teaching assistants	<input type="text"/> 394-395	<input type="text"/> 396-398	<input type="text"/> 399-404	<input type="text"/> 405-409
Senior management team	<input type="text"/> 410-411	<input type="text"/> 412-414	<input type="text"/> 415-420	<input type="text"/> 421-425
Other staff (please specify in box below)	<input type="text"/> 426-427	<input type="text"/> 428-430	<input type="text"/> 431-436	<input type="text"/> 437-441
<input type="text"/>				442 Spare 443-460

11. Did your school find identifying funding for the programme... 461

- Very difficult  1
- Fairly difficult  2
- Fairly easy  3
- Very easy?  4
- Too early to say  5

12. Compared with other approaches to improving the literacy of the lowest attainers, would you say the ECaR programme offers... 462

- Very good value for money  1
- Fairly good value for money  2
- Fairly poor value for money  3
- Very poor value for money?  4
- Don't know  5
- Too early to say  6

**Other aspects of the ECaR programme**

13. Within your school's overall literacy strategy does ECaR have a high, medium or low priority? 463

High  1

Medium  2

Low  3

14. What influence do you think each of the following factors will have on the future sustainability of the ECaR programme in your school? *Please tick one box per row.*

	Positive influence	Negative influence	No influence	Too early to say	
Levels of interest/support from central government	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	464
Levels of interest/support from LA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	465
Availability of Reading Recovery Teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	466
Quality of Reading Recovery teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	467
Retention of Reading Recovery Teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	468
Levels of interest/support from other school staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	469
Levels of interest/support from parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	470
Levels of funding available for programme	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	471
Evidence that the programme works	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	472
Other <i>(please specify in box below)</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	473

Spare 475-490

15. If there was no central government or LA funding for ECaR, what would your school be most likely to do? 491

Run programme on same scale as now (using alternative funding)  1

Run programme on reduced scale (using alternative funding)  2

Stop the programme and adopt different literacy interventions  3

Stop the programme without adopting different literacy interventions  4

Other *(please specify in box below)*  5

492

Spare 493-510

16. If you would like to make any comments about your answers or any other aspect of the programme write these in below.

511

Spare 512-600

**Thank you for completing this questionnaire**

## APPENDIX F QUESTIONNAIRE FOR SURVEY OF READING RECOVERY TEACHERS



SN 001-004 CKL 005

CARD 006-007 Batch 008-012

# Every Child a Reader Evaluation

## Reading Recovery Teacher Questionnaire

This questionnaire is about the implementation of Every Child a Reader (ECaR), looking at aspects of the roll out and management of the programme at the school level. The study is part of the evaluation of ECaR commissioned by the Department for Children, Schools and Families. The evaluation is being carried out by a team of independent research organisations led by NatCen and including the Institute for Fiscal Studies.

Most of the questions can be answered by ticking the box next to the answer that applies to you. Sometimes you can tick more than one box – there will be an instruction if you can do this. You are sometimes told to skip over some questions. When this happens, you will see an arrow with a note that tells you which question to answer next. Otherwise, please just go to the next question.

Please send the completed questionnaire back in the envelope provided by **28<sup>th</sup> May 2010**.

If you have any queries or require more information please call the NatCen freephone number:

**0800 652 0501** or email us on **ECAR@natcen.ac.uk**

### You and your role

1. When did you start working as a Reading Recovery Teacher in this school (including any year you were training)?

Enter year

013-016

2. Do you teach Reading Recovery in this school only or in other schools as well?

In this school only

 1

In other schools as well

 2

017

3. What experience did you have prior to working as a Reading Recovery Teacher in this school?  
Tick all that apply.

018-029

Worked as a Reading Recovery Teacher in another school

 01

Taught KS1

 02

Taught KS2

 03

Worked in mainstream education

 04

Taught special needs education

 05

Other (please specify in box below)

 06

030

Spare 031-040

Training, support and professional development in Every Child a Reader (ECaR)

4. a. Have you found the training received for Reading Recovery... 041

Sufficient  1 → Q4b

Insufficient?  2 → Q4b

Don't know/ too early to say  3 → Q5

b. Please explain briefly your reasons for saying this, please include any aspects of the training that you found particularly helpful and any support, help or advice that you would like more of. 042

Spare 043-054

5. a. Have you found the advice and support received for **setting up** ECaR in your school... 055

Sufficient  1 → Q5b

Insufficient?  2 → Q5b

Don't know/ too early to say  3 → Q6

b. Please explain briefly your reasons for saying this, please include any aspects that you found particularly helpful and any support, help or advice that you would like more of. 056

Spare 057-070

Reading Recovery

6. For each of the following criteria, please indicate whether this is taken into account in selecting children to receive Reading Recovery in this school. Tick yes or no for each.

	Yes	No	
Score on Early Years Foundation Stage Profile reading scale	<input type="checkbox"/> 1	<input type="checkbox"/> 2	071
Score on Observation Survey assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	072
Reading ability as assessed by Key Stage 1 class teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	073
Language ability in English	<input type="checkbox"/> 1	<input type="checkbox"/> 2	074
Whether or not child has Special Educational Needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	075
Whether child belongs to group associated with low attainment (e.g. from traveller background, looked after children)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	076
Attendance levels at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	077
Whether child has any behavioural issues/problems at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	078
Other criteria (please specify in box below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	079
<input type="text"/>			080

Spare 081-090

7. Are children selected for Reading Recovery...  
Tick one only.

091

- By a Reading Recovery Teacher working in the school  1
- By a Reading Recovery Teacher in conjunction with the Year 1/Year 2 class teachers  2
- By a Reading Recovery Teacher in conjunction with the SEN co-ordinator/support staff  3
- Or in another way? (please specify in box below)  4

092

Spare 093-100

8. Are there any arrangements in place to engage parents or carers of Reading Recovery children in the programme?

101

- Yes  1 → Q9
- No  2 → Q10

Evaluation of Every Child a Reader Technical Report

9. a. Which of the following have you done to engage parents/carers of Reading Recovery children?  
Tick all that apply in the first column below.

b. If used, how useful has this method been for engaging parents/carers of Reading Recovery children?  
Tick one box per row for each method used.

	Tick if used	Very useful	Quite useful	Not very useful	Not at all useful	Too early to say	
Signed written agreement between parents and school before Reading Recovery commences	<input type="checkbox"/>	102/103					
Parents/carers are given exercises/activities to work on with children at home	<input type="checkbox"/>	104/105					
Parents/carers come into school to observe a Reading Recovery lesson	<input type="checkbox"/>	106/107					
Reading Recovery teacher has regular meetings to keep parents up-to-date with children's progress	<input type="checkbox"/>	108/109					
Reading Recovery teacher provides a diary recording children's daily activities and progress	<input type="checkbox"/>	110/111					
Other sources (please specify in box below)	<input type="checkbox"/>	112/113					
<div style="border: 1px solid black; height: 20px; width: 250px;"></div>							114
None of these	<input type="checkbox"/>						115
							Spare 116-125

10. Are there any arrangements in place for monitoring the progress of pupils who receive Reading Recovery?

Yes  → Q11 126  
No  → Q12

11. Which of the following arrangements are in place in this school for monitoring the progress of pupils who receive Reading Recovery? Tick all that apply.

127-130

Monitoring procedures established for Reading Recovery (i.e. entry and exit assessment scores, and 3/6 month follow-up assessments)

Longer-term monitoring of pupils **discontinued** from Reading Recovery (please specify type of arrangements in box below)

131

Spare 132-140

Longer-term monitoring of pupils **referred** after Reading Recovery (please specify type of arrangements in box below)

141

Spare 142-150

Other arrangements (please specify type of arrangements in box below)

151

Spare 152-160

None of these

12. Who determines whether a pupil receiving Reading Recovery has caught up with the average class level in reading?

161

Reading Recovery Teacher  1

Reading Recovery Teacher with some input from the class teacher  2

Reading Recovery Teacher with a lot of input from the class teacher  3

Someone else (please specify in box below)  4

162

Spare 163-170

13. What, if any, types of further assessment or support can be provided to pupils who are referred after Reading Recovery? Tick all that apply

171-176

Further assessment by a Reading Recovery Teacher  1

Further assessment by a class teacher  2

Further assessment by SEN co-ordinator  3

A Reading Recovery Teacher provides additional support/interventions  4

Other teaching staff provide additional support/interventions  5

Other assessment/support provided (please specify in box below)  6

None of these  7

177

Spare 178-200

14. Are you currently following the guidelines for incorporating phonics into Reading Recovery lessons?

201

Yes, with all children  1

Yes, with some children  2

No  3

15. How confident do you feel delivering the following aspects of Reading Recovery? *Tick one box per row.*

	Very confident	Fairly confident	Not very confident	Not at all confident	Not applicable	
Administering and scoring the Observation Survey	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	202
Selecting pupils for Reading Recovery	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	203
Delivering Reading Recovery lessons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	204
Incorporating phonics into Reading Recovery lessons	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	205
Monitoring Reading Recovery pupils' progress	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	206
Determining when a pupil is to be <b>discontinued</b> from Reading Recovery	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	207
Determining when a Reading Recovery pupil is to be <b>referred</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	208

### Other literacy interventions as part of ECaR

This section asks about any Wave 2 and other Wave 3 literacy interventions at KS1 **apart from Reading Recovery** that may be in place in this school as part of the ECaR programme. 209-214

16. Apart from Reading Recovery, which, if any, of the following other literacy interventions are provided at this school at KS1? *Tick all that apply.*

Early Literacy Support (ELS)	<input type="checkbox"/> 1	→ Q17	
Talking Partners	<input type="checkbox"/> 2	→ Q17	
Better Reading Partnership	<input type="checkbox"/> 3	→ Q17	
Catch up Literacy	<input type="checkbox"/> 4	→ Q17	
Fischer Family Trust (FFT) Wave 3	<input type="checkbox"/> 5	→ Q17	
Other (please specify in box below)	<input type="checkbox"/> 6	→ Q17	
			215
No Wave 2 or Wave 3 literacy interventions provided at KS1 apart from Reading Recovery	<input type="checkbox"/> 7	→ Q24	

Spare 216-230

Evaluation of Every Child a Reader Technical Report

17. For each intervention provided at this school, please indicate below how many children received them **last academic year (2008/09)** and how many children you estimate will receive them **this academic year (2009/10)**. Please enter zero if the intervention is not provided at this school.

Type of intervention	Number of pupils in 2008/09	Number of pupils in 2009/10
Early Literacy Support (ELS)	<input type="text"/> 231-233	<input type="text"/> 234-236
Talking Partners	<input type="text"/> 237-239	<input type="text"/> 240-242
Better Reading Partnership	<input type="text"/> 243-245	<input type="text"/> 246-248
Catch up Literacy	<input type="text"/> 249-251	<input type="text"/> 252-254
Fischer Family Trust (FFT) Wave 3	<input type="text"/> 255-257	<input type="text"/> 258-260
Other (please specify in box below)	<input type="text"/> 261-263	<input type="text"/> 264-266
<input type="text"/>		267
I don't know	<input type="checkbox"/>	268

Spare 269-280

18. Generally speaking, who delivers Wave 2 and other Wave 3 literacy interventions at KS1 in this school? Tick all that apply.

You (or another Reading Recovery Teacher)	<input type="checkbox"/>	1	281-285
Year 1/Year 2 class teachers	<input type="checkbox"/>	2	
Teaching Assistants	<input type="checkbox"/>	3	
Parents/volunteers	<input type="checkbox"/>	4	
Someone else (please specify in box below)	<input type="checkbox"/>	5	
<input type="text"/>			286
I don't know	<input type="checkbox"/>	6	

Spare 287-300

Evaluation of Every Child a Reader Technical Report

19. For each of the following criteria, please indicate whether it is taken into account in selecting children for Wave 2 and other Wave 3 literacy interventions at KS1 in this school. *Tick yes or no for each.*

	Yes	No	
Score on Early Years Foundation Stage Profile reading scale	<input type="checkbox"/> 1	<input type="checkbox"/> 2	301
Score on Observation Survey assessment used for Reading Recovery	<input type="checkbox"/> 1	<input type="checkbox"/> 2	302
Reading ability as assessed by class teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	303
Language ability in English	<input type="checkbox"/> 1	<input type="checkbox"/> 2	304
Whether or not child has Special Educational Needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	305
Whether child belongs to group associated with low attainment (e.g. from traveller background, looked after children)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	306
Attendance levels at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	307
Whether child has any behavioural issues/problems at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	308
Other criteria (please specify in box below)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	309
<input style="width: 100%; height: 15px;" type="text"/>			310
I don't know	<input type="checkbox"/> 1		311

Spare 312-330

20. Who is involved in the selection of children to receive Wave 2 and other Wave 3 literacy interventions at KS1? *Tick all that apply.* 331-334

You (or another Reading Recovery Teacher working in the school)	<input type="checkbox"/> 1	
Year 1/Year 2 class teachers	<input type="checkbox"/> 2	
SEN co-ordinator (or other staff supporting children with special needs)	<input type="checkbox"/> 3	
Other staff (please specify in box below)	<input type="checkbox"/> 4	
<input style="width: 100%; height: 15px;" type="text"/>		
I don't know	<input type="checkbox"/> 5	

Spare 336-350

21. Does this school have arrangements in place for monitoring pupils while on Wave 2 and other Wave 3 literacy interventions at KS1? 351

Yes, for all interventions (please specify arrangements in box below)	<input type="checkbox"/> 1	
<input style="width: 100%; height: 15px;" type="text"/>		
Yes, for some interventions (please specify arrangements in box below)	<input type="checkbox"/> 2	
<input style="width: 100%; height: 15px;" type="text"/>		
No arrangements in place	<input type="checkbox"/> 3	
I don't know	<input type="checkbox"/> 4	

Spare 352  
Spare 353-370  
Spare 371  
Spare 372-390

22. Does this school have arrangements in place **for the longer-term monitoring of pupils who have received Wave 2 and other Wave 3 literacy interventions at KS1?** 391

Yes, for all interventions (please specify arrangements in box below)  1

392  
Spare 393-410

Yes, for some interventions (please specify arrangements in box below)  2

411  
Spare 412-430

No arrangements in place  3

I don't know  4

23. a. Which of the following do you undertake in this school for Wave 2 and other Wave 3 literacy interventions at KS1 that are part of ECaR? Tick all that apply.

b. If undertaken, how confident do you feel undertaking this aspect of your role in ECaR?  
Tick one box per row if role undertaken.

	Tick if undertaken	Very confident	Fairly confident	Not very confident	Not at all confident	
Selecting pupils for literacy interventions at KS1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	431/432
Providing advice on literacy interventions at KS1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	433/434
Providing training for literacy interventions at KS1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	435/436
Other (please specify in box below)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	437/438
<div style="border: 1px solid black; height: 20px; width: 270px;"></div>						439
None of these	<input type="checkbox"/> 1					440 Spare 441-460

**Other ECaR issues**

24. a. Which of the following do you undertake in this school as part of your general role in ECaR? Tick all that apply.

b. If undertaken, how confident do you feel undertaking this aspect of your role in ECaR?  
Tick one box per row if role undertaken.

	Tick if undertaken	Very confident	Fairly confident	Not very confident	Not at all confident	
Providing general advice on supporting poor readers	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	461/462
Providing advice/training in assessment practices	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	463/464
Providing advice/training in evaluation or monitoring interventions	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	465/466
Contributing to the overall school literacy strategy	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	467/468
Other (please specify in box below)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	469/470
<div style="border: 1px solid black; height: 20px; width: 270px;"></div>						471
None of these	<input type="checkbox"/> 1					472 Spare 473-490

Evaluation of Every Child a Reader Technical Report

25. In an average week how many hours do you spend on each of the following?  
Enter number of hours. If you don't do the task please enter zero.

Task	Number of hours per week
Teaching Reading Recovery to children	<input type="text"/> 491-492
Teaching Wave 2 and other Wave 3 interventions	<input type="text"/> 493-494
Providing support to other school staff about Wave 2 and other Wave 3 interventions	<input type="text"/> 495-496
Any other tasks as part of the Every Child a Reader programme	<input type="text"/> 497-498

26. Which, if any, of the following are in place for raising awareness of the ECaR programme in this school?  
Tick all that apply.

499-514

Information about ECaR provided to all school staff	<input type="checkbox"/> 01	
Regular meetings with class teachers/ Teaching Assistants at school	<input type="checkbox"/> 02	
Regular meetings with SEN co-ordinator/support staff	<input type="checkbox"/> 03	
Regular meetings with Head Teacher/senior management staff	<input type="checkbox"/> 04	
Regular meetings with parents/volunteers supporting reading	<input type="checkbox"/> 05	
Regular meetings with/newsletters for Governors	<input type="checkbox"/> 06	
Observation of Reading Recovery sessions by headteacher/ teachers/ governors in school	<input type="checkbox"/> 07	
Other methods (please specify in box below)	<input type="checkbox"/> 08	
<input type="text"/>		515
None of these	<input type="checkbox"/> 09	

Spare 516-530

27. Which, if any, of the following are in place for developing good practice in literacy teaching and interventions across the school? Tick all that apply.

531-536

Regular meetings with class teachers/ Teaching Assistants at school	<input type="checkbox"/> 1	
Regular meetings with SEN co-ordinator/support staff	<input type="checkbox"/> 2	
Regular meetings with Head Teacher/senior management staff	<input type="checkbox"/> 3	
Regular meetings with parents/volunteers supporting reading	<input type="checkbox"/> 4	
Appointment of Link Teacher	<input type="checkbox"/> 5	
Other methods (please specify in box below)	<input type="checkbox"/> 6	
<input type="text"/>		537
None of these	<input type="checkbox"/> 7	

Spare 538-550

28. Thinking about your work as a Reading Recovery Teacher in this school, how much do you agree or disagree with the following statements?

	Agree a lot	Agree a little	Disagree a little	Disagree a lot	Too early to say	
I have sufficient time to provide daily Reading Recovery sessions to all Reading Recovery children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	551
I have had sufficient training and support to carry out my role as a Reading Recovery teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	552
I am unable to carry out all parts of the Reading Recovery Teacher role	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	553
I enjoy working as a Reading Recovery teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	554
I am committed to working as a Reading Recovery teacher	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	555
I have found the Reading Recovery teacher role difficult to carry out	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	556
I will stop teaching Reading Recovery in the near future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	557
There is a suitable teaching space provided for all Reading Recovery sessions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	558
There is a suitable teaching space provided for all Wave 2 and other Wave 3 interventions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	559

29. If you would like to make any comments about your answers or any other aspect of the programme write these in below.

560

Thank you for completing this questionnaire.

Spare 561-600

## APPENDIX G RECRUITMENT LETTERS

### 1. Stakeholders

Evaluation of Every Child a Reader: Qualitative Implementation Study

I am writing to ask for your help regarding the evaluation of the Every Child a Reader programme. This research study has been commissioned by the Department for Children, Schools, and Families (DCSF) and is being carried out by a consortium of independent research organisations, led by the National Centre for Social Research (NatCen).

The evaluation aims to add to the existing evidence base to provide a robust analysis of the impact and delivery of the programme. The research involves three strands that explore: the implementation of the programme; outcomes of the programme; and, value for money. The qualitative component forms part of the implementation strand, and aims to explore the delivery of the programme through research with national stakeholders, local authorities and consortia, and schools.

As a key stakeholder in the programme, we would like to talk to you about your experiences of the national implementation of the programme. This would involve taking part in an in-depth interview with a researcher from NatCen. The interview would explore: your involvement in the programme; the management of the programme; your experiences of working with other stakeholders; monitoring of the programme; training and support for local authorities/consortia and Teacher Leaders; and, the progress of the programme up to date. The interviews will provide important context for the planned case studies with local authorities/consortia and schools.

Participation in this study is entirely voluntary. The interviews will last approximately one hour and will take place at a time and location convenient for you. At the end of the research we will write a report for DCSF that will draw together the findings from the whole study. Whilst we do not propose to name participants who take part in any of the qualitative components of the research, we anticipate that it *may* be possible to identify some individuals from this scoping phase where the role they perform is unique to them.

One of our researchers will contact you shortly to tell you more about the research study and invite your participation. In the meantime, should you have any questions, please do not hesitate to contact either Naomi Day on [REDACTED] ([REDACTED]) or Mehul Kotecha ([REDACTED]) ([REDACTED]).

If you would like further information or clarification regarding the research, you can also contact the project manager at DCSF, Jenny Buckland, on [REDACTED].

Yours sincerely,

Naomi Day  
Researcher  
Qualitative Research Unit, NatCen

## **2. LA leads**

### Evaluation of Every Child a Reader programme: Qualitative Case Studies

I am writing to ask for your help with the evaluation of the Every Child a Reader (ECaR) programme. This research study has been commissioned by the Department for Children, Schools, and Families (DCSF) and is being carried out by a consortium of independent research organisations, led by the National Centre for Social Research (NatCen).

[Name of local authority/consortium] has been chosen by NatCen as a local case study for the qualitative implementation strand which aims to explore the delivery of the programme through research with national stakeholders, local authorities and consortia, and schools. We would like to talk to you about your experiences as a local authority/consortium ECaR lead, and your involvement in the implementation and delivery of the programme. This would involve taking part in an in-depth interview lasting between 1 and 1.5 hours with a researcher from NatCen at a time and location convenient for you.

The evaluation aims to provide a robust analysis of the impact and delivery of the programme. Participation in the study is entirely voluntary. At the end of the research we will write a report for DCSF that will draw together the findings from the whole study. The information we collect will not be reported in a way that could identify your local authority.

One of our researchers will contact you shortly to tell you more about the research study and invite your participation. In the meantime, should you have any questions, please do not hesitate to contact me on [REDACTED] ([REDACTED]).

For further information about the research study, you can also contact the project manager at DCSF, Jenny Buckland, on [REDACTED] ([REDACTED]).

Yours sincerely,

Naomi Day  
Researcher  
Qualitative Research Unit, NatCen

### 3. Head teachers

#### Evaluation of the Every Child a Reader programme: Qualitative Case Studies

We would like to invite your school to participate in an evaluation of the Every Child a Reader (ECaR) programme, which is currently taking place in [INSERT NAME OF LA]. A consortium led by The National Centre for Social Research<sup>21</sup> (NatCen) has been commissioned by the Department for Children, Schools and Families (DCSF) to undertake this evaluation.

#### About the evaluation

The evaluation has a number of components. We are contacting you about the qualitative element which comprises case studies of schools delivering ECaR interventions. This stage of the evaluation will take place between May and July 2010 and follows case study work with local authorities participating in the ECaR programme. The purpose of the case study work is to explore the implementation and delivery of the ECaR programme within schools.

#### Your school's involvement

We would very much like your school to participate in this evaluation. Participation is completely voluntary and the school will receive a £450 compensatory payment in recognition of the staff time involved.

During our visit to the school we would like to speak to you and one other staff member with responsibility for delivering the ECaR programme (an ECaR or Reading Recovery teacher.) In both cases this would involve taking part in one interview with a researcher lasting no longer than 1.5 hours. We would also like to carry out a group discussion with classroom teachers and Teaching Assistants delivering interventions supported by the ECaR programme which would last no more than one hour. In order to minimise disruption to the school, we suggest conducting all of these data collection encounters in one visit.

As well as visiting the school, we also wish to speak with the parents of children who are receiving interventions supported by the ECaR programme. We will need to ask you for your help to identify relevant parents to interview, as well as your assistance in communicating the research to parents.

Finally, and in addition to this programme of interviews, we would like to invite schools to host an additional one-day visit from a researcher who will observe a number of Reading Recovery (RR) sessions. We know that the delivery of RR has varied over time and in different countries and would like to understand more about how it is delivered in different schools.

#### Confidentiality and anonymity

The information you give will be treated in the strictest confidence in accordance with the Data Protection Act. The identity of participating schools and individual staff will only be known to the research team and will not be shared with the DCSF.

#### What will happen next

A researcher will contact you by telephone in [MONTH/TIME PERIOD] to tell you more about the evaluation and invite the participation of your school. In the meantime, if you have any questions or would like to discuss the research further please do not hesitate to contact me on [TELEPHONE NUMBER] or by email at [EMAIL ADDRESS].

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<sup>21</sup> NatCen is Britain's largest independent, not-for-profit social research organisation and is independent of all government departments and political parties. If you would like to find more about us, please visit [www.natcen.ac.uk](http://www.natcen.ac.uk).

#### **4. Parents**

##### Evaluation of the Every Child a Reader Programme

I am writing to tell you about a research study which is taking place about the Every Child a Reader programme and to ask if you would be willing to take part.

As you may know, the Every Child a Reader programme supports children with their reading. Children are supported in a number of ways by the programme, including working with other children in small groups or receiving one-to-one support from a specialist reading teacher. This study will look at how this programme is being delivered by schools and the impacts it has on pupils.

##### **Why are you writing to me?**

I am writing to you because researchers from NatCen are visiting your child's school this term to find out more about the reading support that is offered and to speak to staff members involved in the programme. As a parent whose child is receiving reading support from the programme, we would like to invite you and your child to take part in the study to hear your views on the reading support received.

We hope you will be happy to take part in the study; however it is your choice whether or not you decide to take part.

##### **What would taking part involve?**

If you agree to take part, and you are selected, a member of the research team will arrange to meet you at a convenient time and location to hear your views about the reading support your child has received. The discussion will last no longer than 1.5 hours. You will receive £20 as a thank-you for taking part in the study. [Further information about the research can be found on the reverse]

##### **What do I need to do now?**

If you are interested in taking part in the study then please contact a member of the research team at NatCen to find out more. This can be done via a freephone number (██████████) or by completing and returning the enclosed contact details form. A member of the research team will be happy to answer any questions you may have and may ask you for some information about yourself so that they make sure that they speak to a wide range of parents. If a member of the research team is not available at this time then please leave your name and contact details and they will return your call as soon as possible.

Yours sincerely,

[ECaR Teacher's Name]

## **Further Information about the research study of the Every Child a Reader Programme**

### **Who is the study for?**

The study is for the Department for Children, Schools and Families, a government department that deal with schools and literacy. The Department has asked another organisation to carry out the study for them. This organisation is called NatCen. NatCen is experienced in carrying out studies like this and are completely independent of the government. If you would like to find out more about the organization then please visit our website [www.natcen.ac.uk](http://www.natcen.ac.uk)

### **Who is NatCen?**

NatCen is Britain's largest independent, not-for-profit social research organization. NatCen is independent of all government departments and political parties. If you would like to find more about us, please visit [www.natcen.ac.uk](http://www.natcen.ac.uk).

### **How will NatCen use what I tell them?**

NatCen will speak to lots of parents whose children are receiving reading support through the ECaR programme. They will then write a report about what everyone says. NatCen will not tell anyone who they have spoken to and they will not use anyone's name in the report. They will give the report to the Department for Children, Schools and Families. The report will help them to be clear about the ways in which the programme is being delivered and any impacts upon pupils. This will help them with developing future policy.

## APPENDIX H QUALITATIVE TOPIC GUIDES

### 1. Evaluation of Every Child a Reader – Topic guide for interviews with national stakeholders

#### Interviews aim to explore:

- The role of the National Strategies in the ECaR programme;
- The role of IoE and the National Trainers/Coordinators;
- The strategic and operational management of the programme;
- The systems in place for monitoring programme implementation;
- Experiences of working with other stakeholders, at a national and local level;
- The nature of the training and support provided to Teacher Leaders;
- The support provided to local authorities;
- Current views of the progress of the national roll-out; and,
- Anticipated challenges for the roll-out, at a national and local level.

#### Guidance for interpretation and use of the topic guide:

The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant.

Participants' contributions will be fully explored throughout in order to understand how and why views and experiences have arisen.

The order in which issues are addressed and the emphasis on different sections of the guide will vary as appropriate to the individual participant.

#### Introducing the study to participants

*Aim: to introduce the programme to participants*

- Introduce self and NatCen
- Introduce the study
  - An initial scoping exercise to gather a national picture of the ECaR programme and explore experiences of the national roll-out and work on the programme to date

#### Details about their participation

- Why they have been selected – They have been identified as a key stakeholder in the programme
- Voluntary nature of participation – both overall and in relation to any specific questions
- Recording of the interview - to have an accurate record of what was said; held securely by the research team
- Confidentiality - and how findings will be reported
- Length of interview - approximately 1 hour

#### Introduction to respondent and ECaR programme

*Aim: to explore role of the individual and the organisation in the ECaR programme*

Explore the participant's role in their organisation

- What do they do?
- How long have they worked for the organisation? Have they had any other roles here?

Explore the role of the participant's organisation in the ECaR programme

- What role does the organisation play in the programme? Which aspects of the programme is it involved with?
- How long has the organisation been involved in the programme?

Explore the participant's role in the programme

- What is their specific role in the programme?
- What are they responsible for?
- How long have they been involved in the programme?

Overview of the nature of the programme

- What does ECaR aim to accomplish?
- What are the key elements of the programme?
- What is distinctive about the ECaR model and what are its strengths
- Why the ECaR model was adopted

### **Management of the programme**

*Aim: to explore views around the strategic and operational management of the programme*

#### *a) Strategic*

- How is the overall programme managed?
- Who are the key organisations/people involved in the overall management of the programme?
- Who has responsibility for which aspects?
  - the programme aims and objectives
  - the national roll out
  - the implementation of the programme locally
- What is participant's role/the role of their organisation in the management of the programme?
- Have there been any key developments in the strategic management of the programme? If so, why these introduced and their impact.
- What has worked well in terms of the strategic management of the programme?
- What are the challenges in managing the ECaR programme?
- Are these challenges being met? If so, how? If not, why and what could be done to meet them?

#### *b) Operational*

- How is the programme managed on a day-to-day basis:
  - nationally

- locally (at school and LA/consortium level)
- Who are the key organisations/people involved at each level?
- Who has responsibility for which aspects of the programme operation?
- What is participant's role/the role of their organisation at this level?
- Have there been any key developments in the operational management of the programme? If so, why these introduced and their impact
- What has worked well in terms of the operational management of the programme?
- What are the challenges in managing the programme operationally?
- Are these challenges being met? If so, how? If not, why and what could be done to meet them?

### **Work with local authorities/consortia**

*Aim: to explore the work undertaken with local authorities/consortia and teacher leaders including: support (types of support offered, the delivery of support, and its effectiveness); ensuring adherence to and maintenance of programme requirements; and, building capacity to support future programme sustainability.*

#### LA/consortia level

The support offered to **LAs/consortia**

- Nature of the support offered and by whom
- Any variation in support offered and reasons why
- Views on the delivery of this support
- Have there been any changes over time in the support offered? If so, why introduced and what has their impact been?
- Views on the effectiveness of this support
- Views on what has worked well in the delivery of the support
- Challenges in providing this support and how these challenges can be overcome

#### **Ensuring adherence to/maintenance of programme requirements**

- Nature of any challenge to LAs/consortia around programme requirements and why needed
- Areas of challenge and relative frequency
- Impact of whether or not LAs/consortia are challenged on programme management/delivery

#### Teacher Leader level

The support offered to **teacher leaders**

- Nature of support offered and by whom
  - TL training
  - Accreditation of TLs
  - On-going CPD e.g. training and coordinator visits and delivery of five-day professional development course
- Any variation in support offered and reasons why
- Views on the delivery of this support

- Have there been any changes over time in the support offered? If so, why introduced and what has their impact been?
- Views on the effectiveness of this support
- Views on what has worked well in the delivery of the support
- Challenges in providing this support and how these challenges can be overcome

#### **LA/consortia self-management**

- Steps taken to build LA/consortia capacity to manage programme – what is needed, (how) is it happening (including at level of TL training and skills)
- Perspectives on progress with this to date
- Any challenges experienced or anticipated
- Views on future impact of capacity building activities for programme sustainability

#### **Costs/funding arrangements**

- Programme set-up costs (TL initial and ongoing training, salary, materials; other set up costs)
  - Extent to which fixed or variable
  - Factors affecting any variation
- LA running costs (proportion of TL time dedicated to ECaR; service level agreement with RR network)
  - Extent to which fixed or variable
  - Factors affecting any variation

#### **Relationships between key stakeholders**

*Aim: to explore the nature and efficacy of relationships between key stakeholders in the programme*

- Review the key stakeholders nationally and locally and their roles/responsibilities
- How and why does participant work with other stakeholders?
- What is the nature of these relationships?
- Have there been any changes over time in how these relationships function?
- How effective are these working relationships? What works well?
- What are the challenges here?
- How can these be overcome?

#### **Monitoring the programme**

*Aim: to explore how the programme is monitored and evaluated and the efficacy of these systems*

- Overview of monitoring systems in place
- What information is collected?
- Who collects this information?
- How often is it collected?
- How is this information used and by whom?
- How well does the current monitoring system work?

- responsibilities for collection
- systems used
- nature of data collected
- use and dissemination of data
- timing of collection
- What information gaps currently exist? How could these be filled?

### Reflections on the programme to date

*Aim: to gather overall reflections on how well the programme is working to date and the challenges that the programme currently faces and may face in the future*

#### Views on how well they think the programme is **progressing**

- No. of LAs and schools involved in the roll-out
- No. of trained TLs and ECaR teachers
- Views on quality and availability of TLs and ECaR teachers
- How well the programme has engaged local authorities and schools (including individual teachers)
- How well the programme has engaged pupils and parents
- Achievement in reading at Key Stage 1
- Perceptions of any other impact/benefits the programme is having (including those that were not anticipated)

#### Views on **sustainability** of the programme

- Strategies in place to ensure sustainability
- Progress to date
- Challenges to sustainability and suggestions for overcoming these challenges

#### Views on the **challenges** facing the programme

- What challenges are *currently* facing the programme and why are these seen to be challenges?
  - National level
  - Local level
- How can these challenges be addressed?
- Are there any further challenges that they anticipate the programme *will* face in the future? How can these be avoided/overcome?

- Anything else that has not been covered that they would like to mention
- Thank them for taking part
- Answer any outstanding questions

**END**

## 2. Evaluation of Every Child a Reader: Topic guide for interviews with local authority ECaR Managers

Interviews aim to explore:

- Overview of LA/consortium involvement in programme;
- Experiences of early implementation activities, ongoing implementation activities and programme delivery, to include:
  - Setting up consortium
  - Identifying and securing funding
  - Setting up RR centre
  - Selecting schools
  - Recruiting Teacher Leaders and RR teachers
  - Managing and supporting TLs
  - Monitoring and evaluating programme
- Views about future of programme, including challenges faced, value for money and sustainability.

Guidance for interpretation and use of the topic guide:

- The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant.
- Participants' contributions will be fully explored throughout in order to understand how and why views and experiences have arisen.
- The order in which issues are addressed and the emphasis on different sections of the guide will vary as appropriate to the individual participant.

### Introducing the study and participant introduction

*Aim: to introduce the research, explain the purpose of their involvement in the interview and what this will entail and to generally set the context for the interview.*

- Introduce self and NatCen
- Introduce the study
  - Study to evaluate the implementation of the Every Child a Reader programme; qualitative strand focusing on implementation

Details about their participation

- Why they have been selected – selected for their role as ECaR lead within LA/consortium (also explain interview with Teacher Leader(s))
- Voluntary nature of participation – overall and in relation to any specific questions
- Recording of the interview - to have an accurate record of what was said; held securely by the research team
- Confidentiality and how findings will be reported
- Length of interview - approximately 1 to 1.5 hours

Explore participant's current role(s)

- Their current role and responsibilities
- Their specific role in relation to the ECaR programme
- Any involvement with other Every Child programmes

## **Overview of LA/consortium involvement in the programme and programme management arrangements**

*Aim: to briefly explore their LA's/consortium's involvement in the ECaR the programme, including the size of the implementation, the length of their involvement, and the perceived need for the programme.*

Explore the **length of time** that the LA/consortium has been involved in the ECaR programme

- When LA/consortium first joined ECaR (*check/confirm data already known*)
- How LA was recruited to ECaR/how consortium established

Explore **rationale for involvement** in the programme

- Reasons LA/consortium joined ECaR
- Perceptions of need for ECaR in their LA (and other LAs in their consortium if applicable); fit with LA overall early literacy strategy
- Commitment of individual LA and consortium (if applicable) to ECaR programme; reasons for; implications for implementation and delivery of programme

Explore **scale and nature of ECaR implementation**

- Number of TLs and RRs trained and/or in training; when were TLs and RRs first trained (*check/confirm data already known*)
- Description of interventions implemented – which interventions, how interventions chosen, by whom (role of consortium, individual LA(s), individual schools)

### **If part of a consortium, how consortium arrangement works in practice**

- Set up/development of consortium
- How lead role established; reasons behind choice of lead LA
- Role of lead LA; comparison with role of other LAs
- Nature of communication between consortium LAs
  - Channels of communication
  - Frequency
  - Personnel involved
- Changes in consortium arrangements since start of programme and reasons for
- Participant's role in facilitating these arrangements (if not already described)
- *If relevant*, comparison with arrangements for other Every Child programmes
- How the funding/resourcing arrangements work, whether LAs put their own money/resources in, and whether all partners in a consortium are equal in terms of contributions (*cover in section 3 if more appropriate*).

## **Experiences and views of early implementation activities**

*Aim: to explore the activities undertaken during the implementation stage and experiences of undertaking these activities.*

Explore the type and nature of activities undertaken to **set up the programme** within the LA/consortium. To include:

- RR centre set up
- Recruitment and training of Teacher Leaders
- Identifying and securing funding (including sources and levels of funding)

*For each, explore:*

- *Nature of experience – what happened, who involved, time taken*
- *Challenges encountered and whether/how overcome*
- *Support/guidance needed; support received and from whom*
- *Evaluation of experience (what worked well and less well)*

Explore **selection and recruitment of schools** to participate in ECaR (*gather information at the consortium level if known, as well as at the individual LA level*)

- Nature of LA involvement (including any involvement of lead LA in selection of schools in other consortium LAs)
- Criteria for selection (any variation in criteria across LAs in consortium if applicable and reasons for); any changes in selection criteria over time
- Number of suitable schools
- Selection and recruitment process (e.g. whether led by LA(s) or individual schools, what involved in recruitment to programme, time taken)
- Any challenges encountered in selection/recruitment of schools and whether/how overcome

*If relevant, explore any involvement in* **recruitment of RR teachers** (*gather information at the consortium level if known, as well as at the individual LA level*)

- Nature of LA's involvement (including any involvement of lead LA in recruitment of RR teachers in other consortium LAs)
- Criteria for recruitment
- Selection and recruitment process (who involved, time taken)
- Any challenges encountered and whether/how overcome

### **Experiences and views of ongoing management of ECaR programme**

*Aim: to explore experiences of managing ongoing implementation activities and ECaR programme delivery.*

Explore **management** of and **support** for **Teacher Leaders and RR teachers**

- Where does responsibility for managing teacher leaders lie (which LA; individual(s) involved); nature of participant's involvement if any
- Process for managing and supporting TLs (including who involved), to include discussion of:
  - Managing work and workload (explore distribution of responsibility between TL and manager)
  - Supervision

- Training
- Continuing Professional Development
- Monitoring/performance management
- Other support
- Any changes in how TLs managed/supported over time; reasons for
- Aspects of management/support for TLs that are working well; reasons for
- Any ongoing challenges for managing/supporting TLs; strategies to overcome them
- Any role for LA in managing and supporting RR teachers: nature of role, how shared with TLs, any challenges encountered and how overcome

Only if not already covered:

If part of a consortium, explore **management of consortium**

- *If not already discussed*, nature of management structure – lead LA(s), individual(s) involved at different levels (in addition to ECaR lead and TL(s))
- Overview experiences of consortium management – what works well and less well; specific challenges and how overcome
- Changes in management arrangements since start of the programme and reasons for

Explore **support** available for **ECaR Managers**

- Nature of support available from National Strategies and IoE; accessibility and usage
- Views on effectiveness of support
- Any gaps in the support provided/outstanding support needs

Explore arrangements for **monitoring** the ECaR programme (*explore activities at the consortium level, if appropriate, and individual LA level*)

- Who involved
- Nature of mechanisms in place (mechanisms specific to ECaR programme; what is captured through existing mechanisms)
- What monitored (e.g. attainment, progression, KS outcomes, SEN identification)
- What data is collected (e.g. for RR, for other interventions, for successfully/not successfully discontinued children); at what level (child, school, LA, consortium)
- How is monitoring information used and disseminated
- Interaction of ECaR monitoring information with monitoring of broader literacy picture in individual LA and consortium

Explore arrangements for **evaluating** the ECaR programme (*explore activities at the consortium level, if appropriate, and individual LA level*)

- Nature of ongoing and planned evaluation activities; who involved
- Lessons learned from evaluation activities to date
- How is learning being disseminated

Overview of initial implementation of the programme and **ongoing management of programme**

- What working well
- What working less well
- Which aspects are particularly challenging and why
- *If relevant*, comparison with experience of managing other Every Child programmes

**Reflections on the programme to date and views about the future**

*Aim: to gather reflections on how well the programme has progressed to date, any challenges the programme faces, and perspectives on the sustainability of the programme.*

Views on how well they think the programme is **progressing**, to include:

- Coverage of ECaR programme in LA/consortium - recruitment of schools, TLs and RR teachers; numbers involved/in post
- Quality and availability of TLs and RR teachers and ECaR teaching
- How well the programme has engaged local authorities, schools, individual teachers
- How well the programme has engaged pupils and parents
- Integration of ECaR with overall early literacy strategies
- Achievement in reading at Key Stage 1
- Building knowledge and capacity to support struggling readers
- Perceptions of any other impact/benefits the programme is having (including those that were not anticipated)

Perspectives on the **evolution of the programme** over time

- Any changes to the programme since implementation; reasons for; impacts of
- Anticipated future changes; reasons for

Views on the **sustainability** of the programme in LA/consortium

- Likelihood that LA/consortium will continue programme after March 2011; reasons for (*note to researcher: central finding unlikely to continue in same form*)
- Steps being taken now to ensure programme sustainability
- Challenges to sustainability

Views on the **value for money** offered by the programme

- Perceptions of programme's current value for money; rationale for/reasons why
- Aspects of the programme offering more or less value for money; reasons for
- Comparisons with value for money of other literacy interventions

Views about **current and future challenges** for the programme

- Nature of challenge(s)
- (Anticipated) impacts
- Strategies for overcoming challenge(s)

Anything else participant wants to mention that not already discussed

### 3. Evaluation of Every Child a Reader: Topic guide for interviews with Teacher Leaders

Interviews aim to explore:

- Description of participating individual;
- Experiences of initial training and support;
- Experiences of ongoing training and support;
- Experiences of delivering ECaR, to include:
- Selection and recruitment of schools and RR teachers;
- Working with LA staff and other teacher leaders;
- Providing training and support to RR teachers and schools;
- Delivering Reading Recovery teaching;
- Monitoring and evaluation.
- Views about future of programme, including changes to programme, challenges faced, and sustainability.

Guidance for interpretation and use of the topic guide:

- The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant.
- Participants' contributions will be fully explored throughout in order to understand how and why views and experiences have arisen.
- The order in which issues are addressed and the emphasis on different sections of the guide will vary as appropriate to the individual participant.

#### Introducing the study and participant introduction

Aim: to introduce the research, explain the purpose of participants' involvement in the interview and what this will entail and to generally set the context for the interview. Also, allow the participant to introduce themselves.

- Introduce self and NatCen
- Introduce the study
  - Study to evaluate the implementation of the Every Child a Reader programme; qualitative strand focusing on implementation

Details about their participation

- Why they have been selected – selected for their role as Teacher Leader within LA/consortium (also explain interview with local authority ECaR manager)
- Voluntary nature of participation – overall and in relation to any specific questions
- Recording of the interview - to have an accurate record of what was said; held securely by the research team
- Confidentiality - and how findings will be reported
- Length of interview - approximately 1 to 1.5 hours

Explore participant's current role(s)

- Their current role and responsibilities (*in brief*); if work with other TLs, how roles differ/how responsibilities shared
- Length of time in current role; any other roles previously held at LA
- How came to be a TL; reasons for

### **Initial teacher leader training**

*Aim: to explore experiences of initial teacher leader training, including perspectives about the content of the training, the support received, and the efficacy of the training as preparation for teacher leader role.*

Explore participant's **experiences of training to be a teacher leader**, to include views about:

- MA year one (taught) and year two (research)
- Teaching experience
- Other training undertaken

*For each, explore:*

- *Content and structure*
  - *Workload*
  - *Support needed and support received*
  - *Usefulness of different components*
- 
- How well does participant think the course prepared them for their work as a teacher leader? Why?
  - Any gaps in training received (training needed but not received); impacts of any gaps
  - How supported did participant feel throughout training? Probe for sources of more and less effective support, any gaps in support received, impacts of support/lack of support
  - Any challenge experienced during initial training; whether/how overcome; impacts of

### **Experiences of ongoing support**

*Aim: to explore the nature of ongoing training and support for teacher leaders following the MA and understand teacher leaders' experiences and views of that support.*

Explore participant's **experiences of ongoing training and support**, to include views about:

- Visits from national trainers/coordinators
- Continuing contact sessions with national trainers/coordinators
- Formal training courses
- Other training or support (e.g. ad hoc advice from LA, other TLs; training literature)

*For each, explore:*

- *Accessibility*
- *Frequency*
- *Content*
- *Usefulness/relevance*

- Any gaps in training and support received (i.e. needed but not received)
- Impacts of any gaps
- Current training/support needs

### **Experiences of the teacher leader role**

*Aim: to explore the participant's experiences of the teacher leader role to date, including of their work with schools, RR teachers and individual children.*

#### **Overview of teacher leader role**

- Brief description of current day-to-day activities, to include:
  - Number of LAs working with; division of time between LAs
  - Contact with other TLs; division of responsibilities
  - Provision of training, support and advice to RR teachers
  - Provision of Reading Recovery sessions with children
  - Monitoring and evaluation activity
  - Programme promotion and dissemination
  - Proportion of time spent on different activities
  - Any changes to responsibilities over time; rationale for

Explore participant's experiences of **ECaR programme implementation** (*note to researcher – use as appropriate/if relevant*)

- Nature of involvement in selection and recruitment of schools; criteria used
- Nature of involvement in selection and recruitment of RR teachers; criteria used
- Nature of any challenges experienced; whether/how overcome; impacts of
- Aspects of implementation that worked well; reasons for

Explore participant's experiences of **working with LA(s)**

- Nature of contact with LA staff (ECaR Manager in lead LA, other ECaR managers, other teacher leaders in LA/consortium; other LA staff); explore formal and ad hoc contact
- Frequency of contact
- Any differences between different LAs that work with; reasons for
- Nature of any challenges experienced; whether/how overcome; impacts of

Explore participant's experiences of providing **training and support to RR teachers**

- Nature of training and support offered (format and content), to include:
  - Reading Recovery training
  - Training in other ECaR interventions
  - Formal training events
  - Ad hoc advice and support
  - Advice on follow up and support for RR pupils
  - Other
- Frequency and location
- Use of Reading Recovery Centre; views about (include set up of centres and cost of setup)

- Variation in offer by individual, school, LA; reasons for
- Views about training and support offered; any gaps; impacts of gaps in provision
- Nature of any challenges experienced; whether/how overcome; impacts of

Explore participant's experiences of providing **training and support to other teachers and head teachers** (as appropriate)

- Nature of training and support offered (format and content)
- Frequency and location
- Variation in offer by individual, school, LA; reasons for
- Views about training and support offered; any gaps; impacts of gaps in provision
- Nature of any challenges experienced; whether/how overcome; impacts of

Explore participant's experiences of **delivering RR teaching** to individual children

- Number of children and schools working with; hours per week
- Selection of schools/children
- Experience of one-to-one sessions
  - Perspectives on quality of RR teaching; rationale for; any barriers/facilitators to;
  - Fidelity to RR programme, including to high quality phonics elements; any variation by individual child
- Views about responsibility for delivering RR in context of TL role – appropriateness; fit with other responsibilities
- Nature of any challenges experienced; whether/how overcome; impacts of

Explore involvement in **monitoring and evaluating** RR and the ECaR programme  
*For each:*

- Level at which involved (i.e. individual child, school, LA, consortium)
- Nature of involvement, activities undertaken (i.e. collecting, reviewing, disseminating)
- Nature of any challenges experienced; whether/how overcome; impacts of

**Reflections** on experience of the TL role

- What has gone well and less well
- Any particular challenges; how overcome them
- Feelings about the TL role; any change in feelings over time and reasons for
- Plans for future – in TL role or elsewhere

**Reflections on the programme to date and views about the future**

Aim: to gather reflections on how well the programme has progressed to date, any challenges the programme faces, and views about how delivery of the programme will progress.

Views on how well they think the programme is **progressing**, to include:

- Coverage of ECaR programme in LA/consortium - recruitment of schools, number of schools involved, recruitment of RR teachers, number in post

- Quality and availability of RR teachers and ECaR teaching; perspectives on RR teacher fidelity to ECaR programme including to high quality phonics
- How well the programme has engaged local authorities, schools and individual teachers
- How well the programme has engaged pupils and parents
- Integration of ECaR with overall early literacy strategies
- Achievement in reading at Key Stage 1
- Perceptions of any other impact/benefits the programme is having (including those that were not anticipated)

Perspectives on changes to the **delivery of the programme** over time

- Overview of changes to the way ECaR programme is delivered since implementation; reasons for; impacts of
- Anticipated future changes; reasons for

Views about **current and future challenges** for the programme

- Nature of challenge(s) (to include discussion of sustainability)
- (Anticipated) impacts
- Strategies for overcoming challenge(s)

Anything else participant wants to mention that not already discussed

**Thank and close**

#### 4. Evaluation of Every Child a Reader: Topic guide for interviews with Head Teachers

**Interviews aim to explore:**

- Overview of school's involvement in the programme;
- Experiences of early implementation activities, ongoing implementation activities and programme delivery, to include:
  - Identifying and securing funding
  - Selecting pupils to receive interventions
  - Engaging with parents
  - Recruiting Reading Recovery and Link teachers
  - Management and maintaining commitment to programme
  - Monitoring and evaluation
- Views about value for money, the impact of the programme upon pupils, schools and school staff and the future sustainability of programme.

Guidance for interpretation and use of the topic guide:

- The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant.
- Participants' contributions will be fully explored throughout in order to understand how and why views and experiences have arisen.
- The order in which issues are addressed and the emphasis on different sections of the guide will vary as appropriate to the individual participant.

#### Introducing the study and participant introduction

Aim: to introduce the research, explain the purpose of their involvement in the interview and what this will entail and to generally set the context for the interview

- Introduce self and NatCen (as a research organisation independent of government)
- Introduce the study
  - Study to evaluate the Every Child a Reader programme; evaluation involves a number of strands; qualitative strand focusing on implementation. This is comprised of a series of case studies with local authorities and schools.
  - Broad topic areas to be covered during interview are history of schools involvement in programme, its management and delivery, value for money and future development.
- Details about their participation
  - Voluntary nature of participation – overall and in relation to any specific questions
  - Recording of the interview - to have an accurate record of what was said; held securely by the research team
  - Confidentiality – individuals and schools will not be named in the report nor will they be identifiable
  - Length of interview - up to 1 hour
- Any questions prior to interview

### **Participant background and overview of school's involvement in programme**

Aim: to obtain information about the respondent and to explore the school's involvement in the ECaR programme, including, length of involvement, motivation for involvement and nature and scale of implementation

Explore participant's **current role(s)** (*in brief*)

- Their current role and responsibilities
- Their specific role in relation to the ECaR programme
- Their history of involvement in literacy teaching

Explore **history of school's involvement** in the ECaR programme.

- When school first joined ECaR
- How school was recruited to programme (probe for whether already had RR in place)
- Reasons school joined ECaR programme
- Perceptions of need for ECaR in their school; fit with broader early literacy strategy
- Process by which permission sought from governors (what happened, challenges encountered and how overcome)
- Initial commitment of strategic stakeholders (Senior Management Team and governors) to ECaR programme; reasons why

Explore the **nature and scale** of ECaR implementation at the school (*if not covered in interview with RR teacher*)

- Description of the interventions implemented (which interventions, why, when chosen and by whom)
  - Early Literacy Support (ELS), Talking Partners, Better Reading Partners, Catch Up Literacy, Fischer Family Trust (FFT) and Reading Recovery
- Number of RR teachers and other teachers delivering interventions
- Number of children participating in RR and other interventions
- Relationship of RRT to school and remit of RRT (where RRT is based and how many schools they work with); proportion of allocated time to RR
- Interventions delivered prior to ECaR (when intervention first delivered and whether intervention being delivered at the time of ECaR involvement)

### **Experiences and views of early implementation activities**

Aim: to explore the activities undertaken during the implementation stage and experiences of undertaking these activities.

Explore the **process of identifying** and **securing funding** for the ECaR programme

- Description of sources (internal and external) and levels of funding; adequacy of current funding
- How decisions about funding made at school level and by whom
- Challenges encountered and whether/ how overcome
- Support/guidance needed; support received and from whom
  - Local Authority, Teacher Leader, IOE, National Strategies

- Evaluation of experience (what worked well and less well)

Explore the **selection and recruitment** of **Reading Recovery Teachers and link teachers** (*a member of senior management team who undertakes discontinuation assessments*)

- The selection and recruitment process (what happened, criteria, who involved and time taken)
- Challenges encountered and whether/ how overcome (probe specifically for dropout or staff turnover issues)
- Support/guidance needed; support received and from whom
  - Local Authority, Teacher Leader, IOE, National Strategies
- Evaluation of experience (what worked well and less well)

Explore **other early implementation activities** (accommodation, staffing, Reading Recovery and Link teacher training and materials)

- Nature of activities undertaken – what happened, who involved, time taken
- Challenges encountered and whether/how overcome
- Support/guidance needed; support received and from whom
  - Local Authority, Teacher Leader, IOE, National Strategies
- Evaluation of experience (what worked well and less well)

### **Experiences and views of on-going management of ECaR programme**

Aim: To explore participant's experiences of managing the on-going implementation of the ECaR programme.

Explore **management** of ECaR programme within school:<sup>22</sup>

1. Nature of management (who is involved and description of management processes)
2. Experiences of ECaR programme management – what works well and less well; challenges faced and how overcome

Explore experiences of and views on **support** available for **Head Teachers**

- Nature and sources of support available
- Views about accessibility; appropriateness; effectiveness
- Any gaps in support provided and implications of gaps

Explore school's **ongoing commitment** to the ECaR programme <sup>23</sup>

- Integration of ECaR programme within the wider literacy strategy
- Level of commitment amongst strategic stakeholders; any changes over time

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<sup>22</sup> Exploring management of the programme = asking them to outline what the day-to-day management of the programme entails (specific prompts include: contact with LA and TL and management of RRT) and how involved they are with this.

<sup>23</sup> Ongoing commitment question = we are trying to ascertain how important ECaR is in the school and what place within the school's early years literacy strategy it occupies. The questions on commitment, resources and value money are all trying to focus on what resources are inputted into programme and perceptions of the benefit of the programme.

- Mechanisms in place to maintain commitment; any threats to commitment

Explore the on-going **resource implications** of implementing the ECaR programme (*probe for any differences between implications for RR and other interventions*)

- Experience of maintaining a dedicated space for Reading Recovery lessons; challenges and facilitators
- Experiences of maintaining dedicated time for staff to deliver interventions
- Challenges and how overcome

Explore views on the **value for money** offered by the programme

- Description of the current monetary cost of ECaR programme; changes to cost over time
- Perceptions of programme's current value for money; rationale for/reasons why
- Aspects of the programme offering more or less value for money; reasons for
- Comparisons with value for money of other literacy interventions

Explore arrangements for **monitoring** of the ECaR programme

- Nature of mechanisms in place (mechanisms specific to ECaR; mechanisms to track discontinued pupils)
- What is monitored (e.g. attainment, progression, KS outcomes, SEN identification ) and who undertakes monitoring
- What data is collected (e.g. for RR, for other interventions, for successfully/not successfully discontinued children); why
- How monitoring information is used and disseminated
- Process for sharing data with Teacher Leaders and LAs (what happens, how frequently, what works well and less well)
- Any feedback Head Teacher receives on the school's progress comparative to other schools within the LA/ consortium/ nationally.

Overview of initial implementation of the programme and **ongoing management of programme**

- What working well and less well
- Which aspects are particularly challenging and why
- What are facilitators to implementation and ongoing management
- *If relevant*, comparison with experience of managing other (literacy) interventions

### **Impact of the ECaR programme and views about the future**

*Aim: to explore views on the impact of the programme upon pupils, schools and school staff and perspectives on the sustainability of the programme.*

Explore the **impact** of the ECaR programme upon **pupils receiving** ECaR supported **interventions**

- The immediate impact upon children e.g. attainment, behaviour, other impacts
- The long-term impact upon children
  - number of children discontinued; facilitators and barriers

- long-term progress of children who are discontinued (e.g.how sustainable are gains made by these children)

Explore the **impact** of the ECaR programme upon **schools and school staff**<sup>24</sup>

- The impact upon early year's literacy strategy and teaching practice
- The impact upon capacity to support struggling readers
- The impact upon capability/skills to support struggling readers
- The impact upon overall attainment levels – in reading and other areas
- The impact upon relationship with the LA and partnership working with other schools engaged in the programme
- Professional development of staff including head teacher, RR teacher and other teaching staff
- Staff job satisfaction

Perspectives on the **evolution of the programme** over time

- Changes to the programme since implementation; reasons for; impacts of
- Anticipated future changes; reasons for

Explore views on the **sustainability** of the programme

- The value of sustaining the programme
- Steps being taken now to ensure programme sustainability; reasons for
- Challenges to sustainability
- The impact upon ECaR supported interventions if funding was withdrawn
  
- Anything else participant wants to mention that not already discussed

**Thank and close**

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<sup>24</sup> Impact on school staff question = it is important to not only understand what the perceived impacts are, but to know what aspect of impact leads to these impacts and how.

## 5. Evaluation of Every Child a Reader: Topic guide for interviews with ECaR Teachers

### *Interviews aim to explore:*

- Description of participating individual;
- Experiences of initial support and training;
- Experiences of ongoing support and training;
- Experiences of delivering ECaR. To include:
  - Selection and recruitment of pupils;
  - Engaging with parents;
  - Delivering Reading Recovery teaching;
  - Impacts upon pupils, schools and school staff
  - Monitoring and evaluation;
- Views about future of programme, including challenges faced and sustainability.

### Guidance for interpretation and use of the topic guide:

- The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant.
- Participants' contributions will be fully explored throughout in order to understand how and why views and experiences have arisen.
- The order in which issues are addressed and the emphasis on different sections of the guide will vary as appropriate to the individual participant.

### **Introducing the study and participant introduction**

Aim: to introduce the research, explain the purpose of their involvement in the interview and what this will entail and to generally set the context for the interview

1. Introduce self and NatCen (as a research organisation independent of government)
  - Introduce the study
    - Study to evaluate the Every Child a Reader programme; evaluation involves a number of strands; qualitative strand focusing on implementation. This is comprised of a series of case studies with local authorities and schools.
    - Broad topic areas to be covered during interview are: programme delivery, support and training and future development.
  - Details about their participation
    - Voluntary nature of participation – overall and in relation to any specific questions
    - Recording of the interview - to have an accurate record of what was said; held securely by the research team
    - Confidentiality – individuals and schools will not be named in the report nor will they be identifiable
    - Length of interview - up to 1 hour
  - Any questions prior to interview

### **Participant background and overview of school's involvement in programme**

*Aim: to obtain information about the respondent's current role, their history of involvement in literacy teaching and to provide an overview of the nature and scale of ECaR implementation within the school.*

Explore participant's **current role(s)** (*in brief*)

- Their current role and responsibilities
- Their specific role in relation to the ECaR programme; length of time in role; number of schools delivering RR for
- Their history of involvement in literacy teaching

Explore the **nature and scale** of ECaR implementation at the school (*only if not covered in interview with head teacher*)

- Description of the interventions implemented (which interventions; why)
  - Early Literacy Support (ELS), Talking Partners, Better Reading Partners, Catch Up Literacy, Fischer Family Trust (FFT) and Reading Recovery
- Number of RR teachers and other teachers delivering interventions
- Number of children participating in RR and other interventions

### **Recruitment and initial Reading Recovery Teacher training**

*Aim: to explore experiences of the recruitment process and experiences of initial Reading Recovery Teacher training.*

Explore experiences of and views on the **selection** and **recruitment** of **Reading Recovery teachers**

- How heard about opportunity and role at that time
- Reasons for applying for the role of Reading Recovery Teacher
- The selection and recruitment process (what happened, criteria, who involved and time taken)
- What worked well/ what worked less well

Explore **experiences** of **training to be a Reading Recovery Teacher**

- Description of the training and support provided during year 1 by Teacher Leader (content, structure and workload )
- Any other training undertaken (content and structure, who provided and workload)
- How prepared they felt for their work as a Reading Recover Teacher; why
  - Most useful aspects of training; reasons for.
    - *Probe* on the value of critical reflection element of training, experience of in service sessions, observations of RR sessions by TLs
    - Other valuable aspects of training (e.g. course content; interpersonal relationships)
  - Impact of prior levels of Reading Recovery knowledge upon their progress during training
- Any gaps in training provided; impacts of any gaps

- How supported they felt throughout training; any gaps in support; impacts
- Challenges encountered during initial training and whether/ how overcome

### **Experiences of ongoing support<sup>25</sup>**

*Aim: to explore the nature of ongoing support and training for Reading Recovery Teachers and to understand Reading Recovery Teachers experiences and views on support.*

Explore **experiences of and views on ongoing support from Teacher Leaders**  
(*Note: only relevant for RRTs beyond first year training*)

- Nature of support (content and frequency)
  - Formal/ Informal
- Value of ongoing support; impact upon Reading Recovery Teacher and school

Explore **experiences of other training and support**

- Support from others (e.g. other RR teachers, school, Link Support Teacher, head teacher, LA, Reading Recover Teachers network ,literature)
- Formal training courses

*For each, **explore***

- Frequency, content, value and accessibility

Explore **future training needs**

- Any gaps in training provided; impacts of any gaps
- Current training/ support needs
  - Specific components of RRT
  - Integrating and embedding interventions
  - Recommending and supporting interventions to other staff

### **Experiences and views of the Reading Recovery teacher role**

*Aim: to explore the participant's experience of the Reading Recovery teacher Role, including working with pupils and parents and fidelity to the Reading Recovery programme.*

*Note to researcher: use this opening topic to map coverage in this section of the interview*

Overview of the **Reading Recovery teacher role**

- Provision of Reading Recovery sessions with pupils
- Engagement with parent's of pupils receiving interventions
- Provision of training, support and advice to Teaching Assistants and other school staff delivering ECaR supported interventions
- Programme promotion within school
- Monitoring and evaluation activity

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<sup>25</sup> Section 4 – ongoing support. Key questions are:

- What support looks like
- Fitness for purpose
- Gaps in support and implications of these gaps

- Proportion of time spent on different activities (esp. on RR teaching)
- Changes to responsibilities over time; reasons for

Explore the **selection and recruitment** of pupils to the ECaR programme (to RR and to other interventions)

- The process for selecting pupils (who involved, criteria for selection, information used and changes to the process over time)
- The process for identifying the wave of intervention individual pupils require (criteria for selection and information used)
- The process for informing parents (what happened, who involved, what worked well/ less way)

For each, **explore**

- Challenges encountered; whether/ how overcome
- Support/guidance needed; support received and from whom
- Appraisal of how well the process works

Explore experiences of **delivering Reading Recovery** to pupils<sup>26</sup>

- Number of children working with, frequency of contact, duration of contact

*Brief* description of the components of Reading Recovery lesson

- What are the components
- What is the timing for/length of each
- Challenges encountered in delivering RR
  - Nature of challenges e.g. maintaining a dedicated space for RR lessons; maintaining dedicated time for delivering RR; RR teacher's availability/other demands on time; materials (esp. levelled books) available; pupil absence
  - whether how challenges overcome
  - impact of challenges on delivery
  - facilitators to delivery
- How far do RR sessions mirror the components / structure outline during their training?
  - Probe for any variation and rationale for this variation e.g. by needs of individual child; time allocated to session; resources available
- Process for discontinuing and referring pupils
  - Criteria for discontinuation and referral
  - How decisions are made, who is involved
  - Number of pupils discontinued and referred
  - Provision for discontinued and referred pupils, including process for integrating pupils from RR back into classroom
- Any changes in experience of delivering RR over time; nature of changes; reasons behind them; any impacts

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<sup>26</sup> Delivering RR = preface this discussion by saying that we understand that RR may look different in different schools. This question covers:

- Fidelity of implementation to programme
- Description of the circumstances in which practitioners would change the delivery of RR
- General decisions around RR

Explore the **strategies** used to **engage parents and carers** in the ECaR programme

- The value of involving parents in ECaR programme
- Description of the strategies used to involve parents (what happened, who involved and any variation across interventions)
- Challenges encountered and whether/ how overcome
- Support/guidance needed; support received and from whom

Explore any experiences of **providing training and support to Teaching Assistants** and others (*as appropriate*)

- Who training is provided to and for which interventions; why
- Nature of training and support (format and content)
  - Informal/ formal
  - Frequency and location
- Any gaps; reasons for; impact
- Challenges encountered and whether/ how overcome

Explore involvement in **monitoring and evaluation** (explore for RR and for other interventions)

- Nature of mechanisms
- What is monitored; frequency
- What data is collected
- Nature of participant's involvement; activities undertaken
- How monitoring data is disseminated
- How prepared they feel for role in monitoring and evaluation
- Challenges encountered and whether/ how overcome

**Reflections** on experience in the Reading Recovery teacher role

- What working well
- What working less well
- Which aspects are particularly challenging and why
- *If relevant*, comparison with experience of managing/delivering other (literacy) interventions
- Support/guidance needed; support received and from whom
- Overview any gaps in current support for pupils with literacy difficulties at this school

**Impact of the ECaR programme and views about the future**

*Aim: to explore views on the impact of the programme upon pupils, schools and school staff and perspectives on the sustainability of the programme.*

Explore perspectives on **on-going commitment to programme within school**

- The role of RRT in promoting ECaR within school
- Integration of ECaR programme within the wider literacy strategy
- Level of commitment amongst strategic stakeholders (senior school management team, governors, LA school improvement team); any changes over time

- Mechanisms in place to maintain commitment; any threats to commitment

Explore the **impact** of the ECaR programme upon **pupils receiving** ECaR-supported **interventions**

- The immediate impact upon children e.g. attainment, behaviour, other impacts
- The long-term impact upon children (*probe for distinctions between children discontinued and referred*)
  - long-term progress of children who are discontinued and referred (how sustainable are gains made once the child has returned to the classroom; impact on the perception of child by classroom teachers)

Explore the **impact** of the ECaR programme upon **schools and school staff**

- The impact upon early year's literacy strategy and teaching practice
- The impact upon capacity to support struggling readers
- The impact upon overall attainment levels – reading and in other areas
- Professional development of staff including head teacher, RR teacher and other teaching staff
- Staff job satisfaction

Perspectives on the **evolution of the programme** over time

- Changes to the programme since implementation; reasons for; impacts of
- Anticipated future changes; reasons for

Explore views on the **sustainability** of the programme

- The value of sustaining the programme
- Steps being taken now to ensure programme sustainability; reasons for  
Challenges to sustainability
- The impact upon ECaR supported interventions if funding was withdrawn
- Anything else participant wants to mention that not already discussed

**Thank and close**

## 6. Evaluation of Every Child a Reader - Topic guide for group discussions with classroom teachers and Teaching Assistants

### **Interview aims to explore:**

- Roles in the ECaR programme;
- Experiences of initial support and training;
- Experiences of ongoing support and training;
- Experiences of delivering ECaR-supported interventions;
- Views on the impact of the ECaR programme.

Guidance for interpretation and use of the topic guide:

- The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant.
- Participants' contributions will be fully explored throughout in order to understand how and why views and experiences have arisen.
- The order in which issues are addressed and the emphasis on different sections of the guide will vary as appropriate to the individual participant.

### **Introducing the study**

Aim: to introduce the research, explain the purpose of participants' involvement, what this will entail and to generally set the context for the discussion. Also, allow the participant to introduce themselves.

- Introduce self and NatCen (as a research organisation that is independent of government)
- Introduce the study
  - Study to evaluate the Every Child a Reader programme; evaluation involves a number of strands; qualitative strand focusing on implementation. This is comprised of a series of case studies with local authorities and schools.
  - Broad topic areas to be covered during interview are your role in the ECaR programme, experiences of delivering ECaR-supported interventions (including training and support) and your views on the impact of the programme.
- Details about their participation
  - Voluntary nature of participation – overall and in relation to any specific questions
  - Recording - to have an accurate record of what was said; held securely by the research team
  - Confidentiality – individuals and schools will not be named in the report nor will they be identifiable
  - Length of discussion - approximately 1 to 1.5 hours

### **Participant introduction and views on interventions**

Aim: to allow participants to introduce themselves and to get a sense of their roles in ECaR delivery. Also to get an overview of the types of ECaR related interventions delivered in school and participants views of these.

- Participant **backgrounds** – *round robin, each participant to give a brief description of:*
  - role and responsibilities
  - roles and responsibilities in relation to ECaR
  - length of involvement in delivering ECaR-supported interventions
- Explore experiences of early involvement in the ECaR programme
  - How became involved in delivery
  - Reasons for involvement
  - Views about the ECaR programme generally
- *Brief* list of **ECaR interventions** being delivered at school (CAPTURE LIST ON FLIP CHART)
  - Wave 2 interventions – Early Literacy Support (ELS), Talking Partners. Better Reading Partners
  - Wave 3 interventions – Fisher Family Trust (FFT) and Reading Recovery (RR), Catch Up Literacy
  - Any other interventions

For each, discuss:

- Reasons for delivery of this intervention
- Appropriateness for pupils at this school
- Overview strengths and weaknesses of intervention
  
- Overview any gaps in current support for pupils with literacy difficulties at this school

### **Teacher selection, training and support**

Aim: to explore how participants became involved in the ECaR programme; experiences of initial and ongoing training and support around the interventions.

- Experiences of **initial training** given around the delivery of interventions
  - Description of training provided (content, structure, duration, who provided it)
  - Most/least useful aspects of training
  - Appraisal of how prepared they felt to deliver the intervention following training
- Explore **unmet and future** training needs
  - Any gaps in training needs; impact of these gaps
  - Current training needs and plans to address these
- Experiences of **support** for delivering interventions
  - Support received during initial training

- Ongoing support
- For each:
  - Nature of support and from whom
  - Any gaps
  - Impact of any gaps
  - Value of support received

### **Experiences and views of delivering ECaR-supported interventions**

Aim: to explore participants' experiences of delivering interventions and views on the discontinuation process and integrating discontinued pupils back into class.

- Explore views on **the selection of pupils**
  - training and involvement in matching of intervention to individual pupil
  - knowledge of the criteria used for selection, views on appropriateness
  - involvement of classroom teachers and TAs in selecting pupils and matching interventions to pupils
  - perspectives on how well selection/identification/matching works and why
  - nature of any involvement in informing parents
- Explore experiences of **delivering** ECaR-supported interventions (REFER TO FLIP-CHARTED LIST OF INTERVENTIONS)  
*For each intervention, explore feelings about:*
  - Nature of intervention
  - Number of children working with, frequency of contact, duration of contact
  - Key challenges in delivering intervention
  - Key facilitators to delivery
  - Overview of experiences of delivery
- Experiences of **integrating discontinued pupils** back into classrooms (NOTE: DISTINGUISH BETWEEN PUPILS DISCONTINUED AND REFERRED)
  - Involvement in discontinuing pupils from RR and integrating them back into classrooms
  - Involvement in referring pupils to other ECaR interventions
  - Experience of integrating pupils from RR into classrooms
  - What works well and less well

### **Impact of the ECaR programme**

Aim: to explore how participants views on the impact of the ECaR programme upon pupils receiving ECaR supported interventions, schools and school staff.

- Explore **impact for pupils** receiving ECaR-supported interventions, including RR (LIST THESE; USE SHOWCARDS TO PROMPT DISCUSSION OF ALTERNATIVE IMPACTS):

- Immediate impacts (e.g. attainment, behaviour and other impacts)
- Longer term impacts (is change sustained?)
  
- **Impact of programme on school and school staff**
  - Impact on literacy strategy and teaching practice
  - Impact on overall attainment levels
  - Individual professional development and career pathways

**Thank participants, answer any outstanding questions about the study and close**

## 7. Evaluation of the Every Child a Reader programme

### Topic guide for interviews with parents

#### ***Interviews aim to explore:***

- Description of participating individual and family circumstances;
- Understanding and awareness of relevant ECaR interventions;
- Experiences of ECaR interventions;
- Perceptions of the current and future impact of the interventions on the child, the family and other wider impacts.

Guidance for interpretation and use of the topic guide:

- The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant.
- Participants' contributions will be fully explored throughout in order to understand how and why views and experiences have arisen.
- The order in which issues are addressed and the emphasis on different sections of the guide will vary as appropriate to the individual participant.

#### **Introducing the study**

*Aim: to introduce the research, explain the purpose of their involvement in the interview and what this will entail and to generally set the context for the interview.*

- **Introduce self and NatCen** (as a research organisation independent of government)
- **Introduce the study**
  - Study to evaluate the Every Child a Reader programme; as part of this evaluation, we are looking at parents' and children's experiences of the programme and what they think are the impacts of it. We will also be talking to teachers and head teachers within schools.
  - Broad topics to be discussed during the interview are: their understanding of the programme, their experiences of it and what impact they think it has had.
- **Details about their participation**
  - **Why they have been chosen:** Their child is taking part in the programme and because they have stated they would like to take part
  - **Voluntary nature of participation** – overall and in relation to any specific questions
  - **Recording of the interview** - to have an accurate record of what was said; held securely by the research team
  - **Confidentiality** – individuals and schools will not be named in the report nor will they be identifiable. Also, their views will not be disclosed to schools.
  - **Length of interview** - between 1 and 1.5 hours

#### **Any questions prior to interview**

### **Participant background and their awareness and understanding of the ECaR programme**

*Aim: to obtain information about the participant's background, identify the ECaR intervention their child is receiving and explore their awareness of what this support involves.*

Invite parent to say **something about themselves and their circumstances**

- Their current main activity
- Household composition, including number and ages of children

Explore the **nature of the support provided** to their child via the ECaR programme

- Identify the name of the intervention (*if known*)
  - Early Literacy Support (ELS), Talking Partners, Better Reading Partners, Catch Up Literacy, Fischer Family Trust (FFT) and Reading Recovery
- Brief overview of what they understand the intervention involves
- When their child began receiving the intervention
- Perceptions of why their child receives this particular intervention (*probe for description of child's general literacy levels and reading ability*)
- Any other interventions child currently or has previously received

Explore their **understanding and awareness** of the ECaR programme

- How became aware of the programme; and the specific intervention their child receives
- Nature of information received about the programme and intervention
  - Content, including information about the aims and nature of the intervention
  - Source of information
  - Timing (when received)
- How useful was the information received, how well informed did the parent feel

### **Experiences of the ECaR programme**

*Aim: to explore the participant's understanding of the support provided via the ECaR programme, their experiences and views – and their child's experiences - of this support, as well as their feelings about any involvement they have had in the programme.*

Explore their understanding of exactly **what the support for their child's literacy involves**. *This could include a discussion of:*

- The key components of the support (e.g. 1-2-1 intensive support from teachers, structured homework for child, the nature of activities that are offered to children)
- How this support is delivered
- How often
- Who provides this support (classroom teachers, TAs, specialist ECaR teachers)
- What they feel they know about the support provided and any gaps in their knowledge

IF THE CHILD IS PRESENT:

**Child's views** about the ECaR programme

- What the programme involves, what happens during an 'ECaR lesson' (*Note to researcher: reflect the language used by the child to describe the intervention*)
- What do they think about the programme
- How does it compare with normal lessons; what is the same and what is different
- What do they like and dislike about the programme

ASK PARENT

**Views about the support provided** to their child via the ECaR programme

- How well it meets their child's needs
- How it compares with any other interventions the child currently or has previously received (include literacy interventions and others)
- Any additional support they think their child needs (e.g. other interventions within ECaR or outside of the ECaR programme)

**Parental involvement in the ECaR programme**

*Aim: to explore parents' feelings about their involvement in the ECaR programme.*

Explore **the involvement of the parent** in the provision of literacy support for their child

- How has the school tried to involve them
  - e.g. signing a 'learning contract' for their child at start of the support; taking part in observing their child during intervention, homework assistance for the child (e.g. reading with child)

*For each approach*, explore perceptions of what has worked well and less well

- Which approach was the most and least involving
- Barriers and facilitators to being involved (e.g. nature/quality of any materials for children and parents to use together; guidance and support from teachers to help parents support their children at home; parents' ability to attend scheduled ECaR support sessions)
- If the school has not involved them, feelings about that
- How (else) would they have liked to be involved (e.g. support for their own literacy from the school; better knowledge about the ECaR intervention; more opportunities to observe their child in the classroom)
- What difference would this have made (to their child; to the parent)

Explore their views about the **importance of parental involvement** in the ECaR programme

- Whether or not see parental involvement as important; reasons for
- Description of appropriate type and level of parental involvement; similarities/differences with parents' experience already described
- Impact of inappropriate level or type of involvement (for child and parent)

## Perceptions of the impact of the ECaR programme

*Aim: to explore perceptions of the impact of the ECaR support their child receives on their child, the parent and the family, as well as any wider impacts.*

IF THE CHILD IS PRESENT:

**Child's views** about the impacts of the ECaR programme on them

- How they feel about reading now
- How this has changed since before they started having ECaR 'lessons'
- If changed, why they think they feel differently about reading now

ASK PARENT

Explore **impacts of** the ECaR programme **on the child**. *Probe for impacts on:*

- Reading
  - reading proficiency
  - feelings about reading, level of enjoyment, willingness to read
  - confidence at reading
  - frequency of reading activity
  - types of books read
- Experience at school more generally
  - level of achievement
  - enthusiasm/attitude towards school
  - confidence at school
  - participation at school
  - behaviour at school
- Perspectives on how and why the programme has resulted in these impacts
- If no impacts, reasons for
- Unanticipated impacts
- Any impacts expected but not observed

Explore any **wider impacts** of the ECaR programme

- E.g. parent/family reading habits; parental involvement in child's reading/schooling more generally; parent's involvement with the child's school, parent-child relationship; other
- Perspectives on reasons for these impacts
- If no wider impacts, reasons why
- Any wider impacts expected but not observed

Perspectives on **future impacts** of programme and child's literacy levels

- Any anticipated future impacts of the programme (short term and longer term)
- Understanding about when intervention will end for child; what happens at that point, feelings about this
- Hopes/aspirations for child's literacy levels and achievement at school
  
- Anything else parent wants to mention

**Thank and close**

**APPENDIX I READING RECOVERY OBSERVATION DAT ANALYSIS: FIDELITY, VARIATIONS AND DEVIATIONS**

SCHOOL	Understanding of and respect for RR model and principles	Highly skilled RR practitioners	Evidence of a positive relationship with the child, facilitating accelerated progress	Evidence of RR links with the school/class curriculum	Total Adherence to the fidelity of the RR model with no deviations	Adherence to the principles of RR but with professionally considered variations	Deviations from the RR model – not initiated by the teacher	Deviations – time related. (lesson over-running or missing component)	Deviations – deliberate departure from RR model and principles
1	✓	✓	✓	Whole school support evident.	✓	Additional response time given to reticent children taking priority over prompting for pace. 3 out of 4 lessons longer than 30 minutes.	Session over-running. Child requiring break from lesson.	✓	none
2	✓	✓	✓	Whole school had integrated approach to RR and ECaR interventions. All staff trained. Very positive impact.	✓	Evidence of paired reading to motivate and encourage child in the <i>familiar text</i> component.	none	none	none
3	✓	✓	✓	Large number of layered interventions in school.	✓	No variations	Extended absence, child had therefore gone beyond 100 lessons.	✓	none
4	✓	✓	✓	Good relationship with KS1 staff evidence of linking with phonological class focus.	✓	Greater support given in sentence creation to maintain pace. Modelling reading during the <i>familiar text</i> to motivate child.	none	none	none
5	✓	✓	✓	High turnover of staff had impacted on other layered interventions (retraining staff required). Liaison with class teachers.	✓	No variations.	none	none	none
6	✓	✓	✓	Informal liaison with class teachers. HT had given approval for RR lessons to be observed by other staff	✓	Word game to engage child, before the <i>familiar text</i> . Teacher preferred children to be on her right – felt better able to	none	✓	none

Evaluation of Every Child a Reader Technical Report

7	✓	✓	✓	✓	as part of CPD.		intervene.	none	✓	none
8	✓	✓	✓	✓	School staff supportive. Retraining other staff (in ECaR interventions) an issue. Liaison with class teachers over children's book levels.		Word game to engage child and to give teacher time to prepare the desk before <i>familiar text</i> .	none	✓	none
9	✓	✓	✓	✓	RR teacher works closely with TAs. School support Liaison over children's book levels.		Additional response time given to reticent children taking priority over prompting for pace. 3 out of 3 lessons over 30 minutes.	none	✓	none
10	✓	✓	✓	✓	School support. Layered interventions in place. Informal liaison with class teachers especially over children's book levels. School support. Layered interventions in place.		No variations.	Lesson start delayed - locating child.	✓	none
11	✓	✓	✓	✓	Little time to liaise – as time divided between two schools.		No variations.	none	✓	none

## **APPENDIX J    ADVANCE LETTERS FOR READING RECOVERY IMPACT STUDY**

Head teachers in ECaR schools

### **HELPING CHILDREN READ: THE WIDER BENEFITS OF READING INTERVENTION**

I am writing to inform you that we are asking for your school's help with an important study about children's progress in reading during Key Stage 1. The **Department for Children, Schools and Families** have commissioned the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research) to carry out this study. This study will investigate children's attitudes and behaviour in relation to their reading ability and extra support they receive under the Every Child a Reader (ECaR) programme to help them with their reading.

The study includes schools, such as your own, that are part of the ECaR programme (ECaR) as well as other schools that are not, so that we can compare child outcomes and evaluate the impact of ECaR. Your school's assistance with this study will therefore be extremely valuable.

Taking part will involve selecting between four and six Year 1 children taking part in or soon to start Reading Recovery and the class teacher completing a short assessment of the children in Summer 2010. We have contacted the Reading Recovery teacher directly to ask for their help with this but we would appreciate it if you could support them to take part.

We will be telephoning the Reading Recovery teacher in the next week or so to discuss the study in more detail. If you have any queries, please call the NatCen freephone number: [REDACTED] or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).

The information we collect will be treated in confidence and will not be reported in any way that could identify the school or individual pupils.

I very much hope that your school will be able to take part in this important study.

Yours sincerely,

Emily Tanner  
Research Director

Reading Recovery teachers in ECaR schools

### **HELPING CHILDREN READ: THE WIDER BENEFITS OF READING INTERVENTION**

I am writing to ask for your help with an important study about children's progress in reading during Key Stage 1. The **Department for Children, Schools and Families** have commissioned the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research) to carry out this study. This study will investigate children's attitudes and behaviour in relation to their reading ability and extra support they receive under the Every Child a Reader (ECaR) programme to help them with their reading.

The study includes schools, such as your own, that are part of the ECaR programme as well as other schools that are not, so that we can compare child outcomes and evaluate the impact of ECaR. Your school's assistance with this study will therefore be extremely valuable.

The study has two parts:

- First, we would like your school to select between four and six Year 1 children taking part in or soon to start Reading Recovery. (Parents will be able to withdraw their child from the study if they do not wish them to take part.)
- In Summer 2010, we would like class teachers to complete a short assessment of each selected child covering aspects such as their attitudes and behaviour in school. These could be completed based on teachers' everyday observation of children and would not require any special assessment or testing.

We will telephone you in the next week or so to discuss what is involved in taking part in the study. If you have any queries before then, or if you would prefer to make an appointment, please call the NatCen freephone number: [REDACTED] or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk). We have sent a similar letter to the head teacher to inform them of the study.

The information we collect will be treated in confidence and will not be reported in any way that could identify the school or individual pupils.

I very much hope that your school will be able to take part in this important study.

Yours sincerely,

Emily Tanner  
Research Director

Head teachers in comparison schools

## **HELPING CHILDREN READ: THE WIDER BENEFITS OF READING INTERVENTION**

I am writing to inform you that we are asking for your school's help with an important study about children's progress in reading during Key Stage 1. The **Department for Children, Schools and Families** have commissioned the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research) to carry out this study. This study will investigate children's attitudes and behaviour in relation to their reading ability and any extra support they may have received to help them with their reading.

The study includes schools that are part of the Every Child a Reader programme (ECaR) as well as other schools, such as your own, that follow other approaches to supporting reading so that we can compare child outcomes and evaluate the impact of ECaR. Your school's assistance with this study will therefore be extremely valuable.

Taking part will involve selecting four Year 1 children based on their reading ability at the start of Year 1 and the class teacher completing a short assessment of the children in Summer 2010. We have contacted the literacy coordinator directly to ask for their help with this but we would appreciate it if you could support them to take part.

We will be telephoning the literacy coordinator in the next week or so to discuss the study in more detail. If you have any queries, please call the NatCen freephone number: [REDACTED] or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).

The information we collect will be treated in confidence and will not be reported in any way that could identify the school or individual pupils.

I very much hope that your school will be able to take part in this important study.

Yours sincerely,

Emily Tanner  
Research Director

Literacy coordinators in comparison schools

### **HELPING CHILDREN READ: THE WIDER BENEFITS OF READING INTERVENTION**

I am writing to ask for your help with an important study about children's progress in reading during Key Stage 1. The **Department for Children, Schools and Families** have commissioned the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (in collaboration with the University of Nottingham and Bryson Purdon Social Research) to carry out this study. This study will investigate children's attitudes and behaviour in relation to their reading ability and any extra support they may have received to help them with their reading.

The study includes schools that are part of the Every Child a Reader programme (ECaR) as well as other schools, such as your own, that follow other approaches to supporting reading so that we can compare child outcomes and evaluate the impact of ECaR. Your school's assistance with this study will therefore be extremely valuable.

The study has two parts:

- First, we would like your school to select four Year 1 children, mainly based on their reading ability at the start of Year 1. (Parents will be able to withdraw their child from the study if they do not wish them to take part.)
- In Summer 2010, we would like class teachers to complete a short assessment of each selected child covering aspects such as their attitudes and behaviour in school. These could be completed based on teachers' everyday observation of children and would not require any special assessment or testing.

We will telephone you in the next week or so to discuss what is involved in taking part in the study. If you have any queries before then, or if you would prefer to make an appointment, please call the NatCen freephone number: [REDACTED] or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk). We have sent a similar letter to the head teacher to inform them of the study.

The information we collect will be treated in confidence and will not be reported in any way that could identify the school or individual pupils.

I very much hope that your school will be able to take part in this important study.

Yours sincerely,

Emily Tanner  
Research Director

## APPENDIX K SELECTION MATERIALS FOR READING RECOVERY IMPACT STUDY

### 1. Guidance sent to ECaR schools

#### GUIDANCE FOR SELECTING CHILDREN

Please follow the instructions below for selecting children to take part in this study:

##### 1) Selecting children for the study

- a) Please consult with Year 1 class teachers to select up to **six** children currently in Year 1 who are currently receiving Reading Recovery (RR) or have done so during this academic year. Please start with the child who was **first** to receive Reading Recovery. You may wish to do this in conjunction with the class teacher.
- b) If between **four** and **six** children have received or are currently receiving RR, then the selection is complete.
- c) If more than **six** children have received or are currently receiving RR, select the first six Year 1 children to start RR this year.
- d) If fewer than **four** children have received or are currently receiving RR, first select **all** the children who have received or are currently receiving RR. Then include the next children **due** to receive RR during Year 1 (up to four children in total).
- e) Please do not select any Year 2 children who have received or are receiving RR.

##### 2) Informing parents about the study

- a) We have included letters/envelopes that can be sent to parents (or guardians) of children chosen for the study (a spare copy of the letter is included). This gives information about the study, including how to withdraw children from it (opting out).
- b) Please send the letters out to parents. The letter asks them to inform the class teacher within a week if they wish to withdraw their child from the study. Please explain this to the class teacher.
- c) If any parents withdraw their child from the study, please note this on the Child Selection Form. You do not need to substitute the children withdrawn with others.

##### 3) Returning information about the selected children

- a) Once you have received any opt-outs for the study and the deadline for returns has passed, please fill in the Child Selection Form as indicated.
- b) Please fill in all details for those children still in the study (i.e. whose parents have **not** withdrawn them). For children withdrawn from the study, please indicate their gender and RR status (but **not** their name or UPN). You may wish to photocopy this form for your records.
- c) Please return to NatCen using the stamped addressed envelope. If you would prefer to return the information electronically, we can e-mail you a copy of the form (contact [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk)). Please return this form by Friday 14<sup>th</sup> May.

Thank you.

## 2. Selection form sent to ECaR schools

P2965: Helping Children Read: Child Selection Form

School address label

«SCHNO»:«CHK»	<b>Contact</b>	«CONTACT»
«NAMSCH»		«CONTJOB»
«ADDR1»	<b>New</b>	
«ADDR2»	<b>Contact</b>	
«ADDR3»		
«ADDR4»	<b>Phone</b>	«PHONE»
«ADDR5»	<b>Fax</b>	«FAX»
«POSTCODE»	<b>Email</b>	

Please list below the children selected for the study (and whose parents/guardians have not opted out). Please note that the UPN is essential for us to link information from the National Pupil Database.

	Pupil (first name and surname)	UPN	Sex (circle M or F)	Reading Recovery (circle one below)		
				Completed	On-going	Due to start
01			M F	1	2	3
02			M F	1	2	3
03			M F	1	2	3
04			M F	1	2	3
05			M F	1	2	3
06			M F	1	2	3

Please list below the details of children selected and withdrawn for the study (whose parents/guardians opted out)

	Sex (circle M or F)	Reading Recovery (circle one below)		
		Completed	On-going	Due to start
01	M F	1	2	3
02	M F	1	2	3
03	M F	1	2	3
04	M F	1	2	3
05	M F	1	2	3
06	M F	1	2	3

Please return this form to NatCen in the envelope provided by Friday 14<sup>th</sup> May.

If you have a query, please call [REDACTED] or email [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).

### 3. Guidance sent to comparison schools

#### GUIDANCE FOR SELECTING CHILDREN

Please follow the instructions below for selecting children to take part in this study:

#### 4) Selecting children for the study

- a) Please consult with Year 1 class teachers to select up to **six** children currently in Year 1 who are currently receiving Reading Recovery (RR) or have done so during this academic year. Please start with the child who was **first** to receive Reading Recovery. You may wish to do this in conjunction with the class teacher.
- b) If between **four** and **six** children have received or are currently receiving RR, then the selection is complete.
- c) If more than **six** children have received or are currently receiving RR, select the first six Year 1 children to start RR this year.
- d) If fewer than **four** children have received or are currently receiving RR, first select **all** the children who have received or are currently receiving RR. Then include the next children **due** to receive RR during Year 1 (up to four children in total).
- e) Please do not select any Year 2 children who have received or are receiving RR.

#### 5) Informing parents about the study

- a) We have included letters/envelopes that can be sent to parents (or guardians) of children chosen for the study (a spare copy of the letter is included). This gives information about the study, including how to withdraw children from it (opting out).
- b) Please send the letters out to parents. The letter asks them to inform the class teacher within a week if they wish to withdraw their child from the study. Please explain this to the class teacher.
- c) If any parents withdraw their child from the study, please note this on the Child Selection Form. You do not need to substitute the children withdrawn with others.

#### 6) Returning information about the selected children

- a) Once you have received any opt-outs for the study and the deadline for returns has passed, please fill in the Child Selection Form as indicated.
- b) Please fill in all details for those children still in the study (i.e. whose parents have **not** withdrawn them). For children withdrawn from the study, please indicate their gender and RR status (but **not** their name or UPN). You may wish to photocopy this form for your records.
- c) Please return to NatCen using the stamped addressed envelope. If you would prefer to return the information electronically, we can e-mail you a copy of the form (contact [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk)). Please return this form by Friday 14<sup>th</sup> May.

Thank you.

#### 4. Selection form sent to comparison schools

P2965: Helping Children Read: Child Selection Form

School address label

«SCHNO»:«CHK»	<b>Contact</b>	«CONTACT»
«NAMSCH»		«CONTJOB»
«ADDR1»	<b>New</b>	
«ADDR2»	<b>Contact</b>	
«ADDR3»		
«ADDR4»	<b>Phone</b>	«PHONE»
«ADDR5»	<b>Fax</b>	«FAX»
«POSTCODE»	<b>Email</b>	

Please list below the children selected for the study (and whose parents/guardians have not opted out). Please note that the UPN is essential for us to link information from the National Pupil Database.

	Pupil (first name and surname)	UPN	Sex (circle M or F)
01			M F
02			M F
03			M F
04			M F
05			M F
06			M F

Please list below the gender of children selected and withdrawn for the study (whose parents/guardians opted out)

	Sex (circle M or F)
01	M F
02	M F
03	M F
04	M F
05	M F
06	M F

Please return this form to NatCen in the envelope provided by Friday 14<sup>th</sup> May.

If you have a query, please call [REDACTED] or email [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).

## 5. Q & A sheet for class teachers

### Helping Children Read: Question and Answer Sheet

#### ***What is the study about?***

The Department for Children, Schools and Families has commissioned this study to find out what impact an intensive reading support programme has on children who are struggling to read during Key Stage 1. The study is being carried out by the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies, in collaboration with the University of Nottingham and Bryson Purdon Social Research.

#### ***What is Every Child a Reader?***

Every Child a Reader (ECaR) is the reading programme that is being evaluated in this study. The core element of ECaR is 'Reading Recovery' which offers intensive and structured one-to-one sessions to children in Key Stage 1 over a 20 week period. The Government has started to roll out ECaR nationally. The study will provide important information to inform this process.

#### ***Why has our school been asked to take part?***

The study includes schools that are part of the ECaR programme as well as other schools that are not, so that we can identify what impact ECaR has on reading ability and other outcomes such as children's attitudes towards school and learning. The participation of both types of schools is equally valuable in order to find out the impact of ECaR.

#### ***What does participation involve?***

Your school has kindly agreed to take part in this study. The first stage (the '*selection stage*') is to select a small number of children who are either taking part in Reading Recovery or who meet certain criteria in relation to their reading ability. Guidance notes for selecting children will be sent to Reading Recovery teachers or Literacy Coordinators. This will take place in March 2010 and schools are asked to return their completed selection forms to NatCen by Friday 14<sup>th</sup> May. In the second stage (the '*assessment stage*'), class teachers will be asked to complete a short assessment of each selected child covering aspects such as their attitudes and behaviour in school. This will take place in June 2010.

#### ***What does taking part involve for class teachers?***

The principal role of class teachers is to complete the short assessment of the selected children because they are likely to have the best all-round knowledge of the children's attitudes and behaviours at school. (The Reading Recovery teachers or Literacy Coordinators will be asked to select the children, but they may ask for your help with this.) Class teachers are also asked to let the Reading Recovery or Literacy Coordinator know if parents opt to withdraw their child from the study.

#### ***What if parents don't want their child to take part?***

We will provide letters for schools to pass on to the parents or guardians of selected children to inform them about the study and to ask them to contact the class teacher if they wish to withdraw their child from the study. A spare copy is included for school reference and more can be provided on request.

#### ***Will the child be interviewed or tested?***

No. The assessments will be based solely on the class teacher's knowledge and understanding of the child.

#### ***What systems are in place to ensure data security and confidentiality?***

On the child selection forms, we have asked for child name and UPN so that we can match our data to the information stored on the National Pupil Database. Once received, these forms will then be stored securely and then destroyed. When the assessment forms are complete, teachers will be asked to remove the page that has identifying information about the child before returning it to NatCen. Only NatCen's serial number will remain so that we can identify the child. NatCen follows strict procedures with regards to these issues and more information can be provided on request.

***Who should I contact if I have more questions?***

We would be happy to answer any questions you may have about the study. Please contact us on NatCen's freephone number: 0800 652 0501 or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).

**Thank you for your participation.**

## **6. Opt-out letter sent to parents**

Dear Parent or Guardian,

### **Helping Children Read Study**

I am writing to let you know about the study of Every Child a Reader, which is taking place in your child's school. The study is for the Department for Children, Schools and Families (DCSF) and is being carried by the independent research organizations, the National Centre for Social Research (NatCen) and the Institute for Fiscal Studies (IFS) in collaboration with the University of Nottingham and Bryson Purdon Social Research.

For the study, we are choosing a small number of children from Year 1 in about 150 schools, some of whom are receiving extra support with learning how to read. We want to know how these children progress with their reading, as well as how they behave to see what the benefits of providing extra support are. Your school has agreed to take part and your child has been selected for the study. This would mean the class teacher completing an assessment about your child at the end of the school year, based on their everyday observation of your child. Your child won't be asked to do any extra tests or activities.

The study also involves linking the information collected in the assessment with other information about your child on the National Pupil Database, which is held by the DCSF. This includes for example their Foundation Stage Profile data (assessments done in Reception year) as well as future assessments (e.g. Key Stage 1 assessments carried out at the end of Year 2).

All assessment forms will be treated as strictly confidential, in accordance with the Data Protection Act. Your school would return the names of selected children to us, along with the linking number to allow us to access information on the National Pupil Database. However, no names will be written on any completed assessments. The results from the study will not identify pupils, schools or local authorities.

Providing extra support in reading to the children who need it is very important. We want to find out more about any benefits, so I do hope we have your support for this important study and that you are happy for your child to take part. If you are not, please let your child's class teacher know within a week. If you have any questions about the study, or what it involves for your child, please call the NatCen free phone helpline on [REDACTED] or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).

Yours faithfully,

Emily Tanner  
Research Director

## APPENDIX L BRIEFING INFORMATION PROVIDED TO TELEPHONE INTERVIEWERS FOR THE SELECTION PROCESS

### Notes for the Telephone Unit

#### The selection stage

This document provides a notes for the second stage of ECaR impact study where schools select pupils to take part in the study.

#### Selection packs

Schools should have received the following documents in the selection packs:

- Covering letter addressed to the Reading Recovery teacher/ Literacy Coordinator (2 versions for ECaR/non-ECaR schools).
- Guidance notes for selecting the pupils (2 versions for ECaR/non-ECaR schools).
- Letters to parents (in envelopes) advising them about the opt-out procedure (1 version).
- Child selection form to be completed and returned to NatCen by Friday 14<sup>th</sup> May (2 versions for ECaR/non-ECaR schools).
- Q&A sheet for class teachers and others requiring information about the study (1 version).

Please read through these materials (as well as refreshing you memory with the project instructions) before calling schools.

#### Your task

- Using the CRFs for the recruited schools, we would like you to call schools, speak to the Reading Recovery Teacher (ECaR schools) or Literacy Coordinator (comparison schools) and cover the six questions scripted on the reverse of the CRF. Please mark the yes/no boxes to indicate that you have covered this information. (The schools that have already returned forms of refused have been removed from the CRFs.)
- A fuller script is provided below if needed.
- Please try to ascertain whether they have questions and to answer them as best you can. It's really important that we don't lose schools at this stage so if they are reluctant or have questions that you cannot answer, please refer questions to Emily who is also happy to call schools if needed.

#### Making contact

Please bear in mind that the selection materials were sent to the Reading Recovery teacher/Literacy Coordinator so you will need to ask the school receptionist to help you make contact.

Please start calling schools on Monday 26<sup>th</sup> April starting with batch 1 schools. Bear in mind that batch 2 schools will have only received the selection materials a week before, so try to adopt a tone of 'ringing to see if they have any questions'. It's important that we start these reminders in good time to allow for the schools to administer the parent opt-out.

#### Script

##### 1. *Speak to RR / LC teacher*

*Speaking to school secretary*

“Good morning/afternoon. This is [your name] calling from the National Centre for Social Research. I’m calling about the research study that your school has agreed to take part in. Please could I speak to [name of RR/LC teacher]?”

IF NOT IMMEDIATELY AVAILABLE:

“When would be a good time for me to call back? When might (s)he be available to speak to?”

“Is there a direct dial number for her/him so that I don’t have to bother you again?”

**2. Check whether they have received the selection documents and answer queries**

*Speaking to RR / LC teacher*

“Good morning/afternoon. This is [your name] calling from the National Centre for Social Research about the Helping Children Read study that you have kindly agreed to take part in. I’m calling to check that you have received the pack of documents for selecting pupils to take part in the study and to answer any queries you may have.

*If respondent has not received the documents:*

“They were sent out in [batch 1 - mid March / batch 2 – mid April] . Perhaps I could check that we sent them to the correct address?” CHECK THE NAME AND ADDRESS AND OFFER TO RESEND.

*If respondent has received the documents:*

“I’m glad they’ve arrived. I’d like to quickly check a couple of details.”

REFER TO THE REVERSE OF THE CRF

Q	Yes	No
1		
2		
3		
4		
5		
6		

“Thank you very much for taking part. Your help is greatly appreciated.”

### 3. Question & answer list

Please use the list of Q&As in this section to answer queries raised by schools.

*Q. Could you remind me what I need to do?*

On the reverse of the covering letter that we sent you recently there are notes to guide you in selecting the pupils for the study. Please could you follow these instructions and when you have selected the pupils, pass on the information letters (in envelopes) to parents of the selected children as soon as possible. We have asked parents to let the child's class teacher know within one week if they wish to withdraw their child from the study (opt-out). After this time, please complete the child selection form and return this to us at NatCen.

*Q. What happens after the selection stage?*

In June we will contact you again to ask the class teacher to complete a short assessment of the selected children. This will include questions about their behaviour in school, their attitudes towards learning and the support they have received with reading. The assessment will be based on the teacher's knowledge of the child and will not involve any tests.

*Q. ECAR SCHOOLS ONLY: I only have 1/2/3 pupils taking part in Reading Recovery. What should I do?*

Please include any pupils currently in Year 1 who have taken part in Reading Recovery since the start of the academic year last September, starting with those first to take part and including any on the waiting list who are due to start. Please only include Year 1 pupils.

*Q. ECAR SCHOOLS ONLY: Why are you only including pupils in Year 1 and not Year 2?*

Our findings will be more robust if we focus our resources on collecting information about as many pupils as possible within one year group. Our analysis of the administrative data shows that most pupils who take part in Reading Recovery do so in Year 1.

*Q. I'm concerned about pupil confidentiality/ data security.*

We appreciate the concerns that you may have. When we have received the child selection forms, we will enter the data into secure computer systems and store and then destroy the paper copies. We need to ask for the pupil UPN so that we can link the information you give us to the National Pupil Database which contains other information. The assessment booklet will be designed so that you remove the page with the pupil name before returning the form to NatCen. It will only contain our serial number. If you have more questions, I can refer you to a colleague... [TAKE DETAILS OF QUERY AND ASK EMILY TO CONTACT THEM].

*Q. My school isn't happy about including the child's UPN?*

It's really important to our analysis that we have the UPN of the selected children so that we can include information from the National Pupil Database in our analysis. For example, we need to ensure that the pupils we are comparing have similar background characteristics so that we identify the true impact of the reading interventions.

REFER TO SECTION ON DATA SECURITY ABOVE.

If you need any further assurances, the research director on this study, Emily Tanner or our contact at the Department for Children, Schools and Families are happy to get in touch with you.

[If still not willing to include UPN] Since we won't be able to access the information about the pupils' Foundation Stage Profiles from the NPD, would you be willing to provide this information to us? We will be in touch about this after we have received the child selection form.

*Q. What will the study findings be used for?*

The assessments of the pupils will be analysed to find out what impact reading interventions have on the reading ability and behaviour of children in Year 1. This information will be used

by the Government to guide schools in providing the best form of reading support for pupils who are struggling to read in Key Stage 1.

**Final points**

- In the main stage, respondents know the study as ‘Helping Children Read: The wider benefits of reading interventions’.
- Be aware that although this is an evaluation of a specific reading intervention ‘Reading Recovery’ which is provided by schools that take part in Every Child a Reader, half the schools are comparison schools. We use the title ‘Helping Children Read’ and emphasise in the advance letter that it’s important to include pupils from schools not part of ECaR as well as those that are in order to measure the impact of RR.
- We only want schools to select pupils in Year 1 (no other academic year groups).

## **APPENDIX M COVER LETTER FOR CHILD ASSESSMENT QUESTIONNAIRES**

### **Helping Children Read – Assessment phase**

Thank you very much for selecting pupils to take part in this study of children's progress in reading during Key Stage 1 for the Department for Education.

We are now contacting you for the final stage of this study which is the **assessment phase**. As explained previously, we would like you to arrange for assessments to be completed for all the selected children by their Year 1 class teacher. These assessments can be completed based on the teacher's everyday observation of the child and do not require any testing.

We would be grateful if you could pass on the enclosed questionnaires to the relevant class teacher(s) and ask them to complete them as soon as possible. When completed, please remove the front cover with the child's identifying information and return the questionnaire to NatCen in the pre-paid envelope by Friday 16<sup>th</sup> July. We will be able to identify the child from our serial number on the back of the questionnaire.

If you have any queries please call the NatCen freephone number: [REDACTED] or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk). The information we collect will be treated in confidence in accordance with the Data Protection Act 1998 and will not be reported in any way that could identify the school or individual pupils.

The aim of the study is to find out how the Every Child a Reader programme helps children with their reading in comparison with standard arrangements. It is not concerned with evaluating practice in particular schools and no individual schools will be identified in the findings.

Your help is greatly appreciated. Thank you.

Yours sincerely,

Emily Tanner  
Research Director

## APPENDIX N CHILD ASSESSMENT QUESTIONNAIRES – READING RECOVERY PUPILS



# Helping Children Read: The wider benefits of reading intervention

## Assessment Questionnaire

Thank you for selecting the children to participate in this study. We are now at the assessment stage and would like you to complete this assessment form for each of the children selected. It collects information about their reading, behaviour, attitudes and special educational needs.

If you have any questions about completing this form, please call the NatCen freephone number: **0800 652 0501** or email us on **helptoread@natcen.ac.uk**.

Before returning the completed form, please remove this front page with identifying information about the child. We will know who the questionnaire is about from our serial number printed on the back cover.

The information you provide will be treated in confidence and will not be reported in any way that could identify the school or individual pupils.

Please return the questionnaire to NatCen by **Friday 16<sup>th</sup> July 2010**.

**Thank you for your help.**

---



Please detach  
cover before  
returning  
completed  
questionnaire

# Helping Children Read: The wider benefits of reading intervention

## Assessment Questionnaire

### Support with reading

The following questions are about the different types of reading support that the child may have received while in Year 1.

**Q.E1** Has the child received any of the following types of literacy support in Year 1?

	Yes	No	
a. Early Literacy Support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	014
b. Talking Partners	<input type="checkbox"/> 1	<input type="checkbox"/> 2	015
c. Better Reading Partners	<input type="checkbox"/> 1	<input type="checkbox"/> 2	016
d. Catch Up Literacy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	017
e. Fischer Family Trust	<input type="checkbox"/> 1	<input type="checkbox"/> 2	018
f. Reading Recovery	<input type="checkbox"/> 1	<input type="checkbox"/> 2	019
g. Support for learning English as an Additional Language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	020
h. Other reading support in small groups (2 or more children) with school staff or adult volunteers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	021
i. Other one-to-one reading support with school staff or adult volunteers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	022
j. Other ( <i>please specify</i> )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	023
<input style="width: 300px; height: 20px;" type="text"/>			024

Spare 025-034

**Q.E2** When did the child start to receive Reading Recovery?

	<b>Month</b>	<b>Year</b>
(If the child has not yet started RR, please insert the expected start date.)	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>
	<small>035-036</small>	<small>037-040</small>

**Q.E3** When did the child finish receiving Reading Recovery?

	<b>Month</b>	<b>Year</b>
(If the child has not yet started RR, please insert the expected end date.)	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
	041-042	043-046

If the child has finished Reading Recovery, go to **Q.E4**.

If the child has not yet finished Reading Recovery (including if they have not yet started), go to **Q.E5**.

**Q.E4** What was the outcome of Reading Recovery for the child? *(Tick one)* 047

Caught up with average class level in literacy.	<input style="width: 20px; height: 20px;" type="checkbox"/> 1
Made progress but not caught up with average class level in literacy and will continue to need additional support.	<input style="width: 20px; height: 20px;" type="checkbox"/> 2

**Q.E5** As far as you know, has the child missed any of the Reading Recovery sessions? 048

Yes	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	→ Q.E6
No	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	→ Q.E7

**Q.E6** Approximately how many Reading Recovery sessions has the child missed? 049-050

**Child's reading ability**

**Q.E7** Please refer to guidance notes attached to assess the child's current level across the 7 areas of the Reading Assessment Focus. *(Tick one box on each row)*

	Below Level 1	Level 1	Level 2	Level 3 or higher	
a. Use a range of strategies including accurate decoding of text, to read for meaning. (AF1)	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	<input style="width: 20px; height: 20px;" type="checkbox"/> 3	<input style="width: 20px; height: 20px;" type="checkbox"/> 4	051
b. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. (AF2)	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	<input style="width: 20px; height: 20px;" type="checkbox"/> 3	<input style="width: 20px; height: 20px;" type="checkbox"/> 4	052
c. Deduce, infer or interpret information, events or ideas from texts. (AF3)	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	<input style="width: 20px; height: 20px;" type="checkbox"/> 3	<input style="width: 20px; height: 20px;" type="checkbox"/> 4	053
d. Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level. (AF4)	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	<input style="width: 20px; height: 20px;" type="checkbox"/> 3	<input style="width: 20px; height: 20px;" type="checkbox"/> 4	054
e. Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level. (AF5)	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	<input style="width: 20px; height: 20px;" type="checkbox"/> 3	<input style="width: 20px; height: 20px;" type="checkbox"/> 4	055
f. Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader. (AF6)	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	<input style="width: 20px; height: 20px;" type="checkbox"/> 3	<input style="width: 20px; height: 20px;" type="checkbox"/> 4	056
g. Relate texts to their social, cultural and historical contexts and literary traditions. (AF7)	<input style="width: 20px; height: 20px;" type="checkbox"/> 1	<input style="width: 20px; height: 20px;" type="checkbox"/> 2	<input style="width: 20px; height: 20px;" type="checkbox"/> 3	<input style="width: 20px; height: 20px;" type="checkbox"/> 4	057

**Q.E8** Overall, what would you assess the child's current reading level to be? *(Tick one)*

- Working towards Level 1  1 058
- Level 1  2
- Level 2c  3
- Level 2b  4
- Level 2a  5
- Level 3 or higher  6

**Q.E9** What would you assess the child's current reading level to be in relation to their age? *(Tick one)*

- Below expected level for age  1 059
- At expected level for age  2
- Above expected level for age  3

**Q.E10** What would you assess the child's current decoding ability in reading to be? *(Tick one)*

- Struggling/at risk (struggling to decode many/most words)  1 060
- Fair (able to decode some words, will attempt to decode unknown words, but with many errors)  2
- Good (able to decode many words, and confident to attempt unknown words)  3
- Very good (able to decode many words, and skilled/reasonably successful in tackling unknown words)  4

### Child's behaviour and attitudes in school

**Q.E11** For each of the following statements about the child's reading attitudes and behaviours please tick the box Always, Sometimes or Never.

- |   | Always                     | Sometimes                  | Never                      |     |
|---|----------------------------|----------------------------|----------------------------|-----|
| a. The child enjoys listening to stories  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 061 |
| b. The child responds during book discussions with questions/comments             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 062 |
| c. The child voluntarily chooses extra books to take home                         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 063 |
| d. The child enjoys silent reading  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 064 |
| e. In guided or paired reading, the child shows confidence in tackling a new book | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 065 |
| f. The child takes pride in his or her reading diary/journal                      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 066 |

Evaluation of Every Child a Reader Technical Report

**Q.E12** Please indicate the extent to which the child's parents or carers are involved in their reading.

For each statement, please mark the box A lot, A little, Not at all or Don't know.

	A lot	A little	Not at all	Don't know	
a. The child's parents/carers read with the child at home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	067
b. The child's parents/carers communicate with teachers about the child's reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	068
c. The child's parents/carers encourage the child to think that reading is important	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	069

**Q.E13** The next set of questions is about the child's attitudes to learning in general.

For each statement, please mark the box Not True, Somewhat True or Certainly True.

	Not true	Somewhat true	Certainly true	
a. Motivated and interested to learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	070
b. Unable to initiate activities and ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	071
c. Selects and uses activities and resources independently	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	072
d. Lacks confidence in own ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	073
e. Unwilling to participate in classroom activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	074
f. Enjoys school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	075

**Q.E14** The following questions are about the child's behaviour at school.

For each statement, please mark the box Not True, Somewhat True or Certainly True.

	Not true	Somewhat true	Certainly true	
a. Considerate of other people's feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	076
b. Restless, overactive, cannot stay still for long	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	077
c. Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	078
d. Shares readily with other children (e.g. treats, toys, pencils)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	079
e. Often has temper tantrums or hot tempers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	080
f. Rather solitary, tends to play alone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	081
g. Generally obedient, usually does what adults request	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	082
h. Many worries, often seems worried	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	083
i. Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	084
j. Constantly fidgeting or squirming	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	085
k. Has at least one good friend	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	086
l. Often fights with other children or bullies them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	087
m. Often unhappy, down-hearted or tearful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	088
n. Generally liked by other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	089

o. Easily distracted, concentration wanders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	090
p. Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	091
q. Kind to younger children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	092
r. Often lies or cheats	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	093
s. Picked on or bullied by other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	094
t. Often volunteers to help others (teachers, other children)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	095
u. Thinks things out before acting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	096
v. Steals from home, school or elsewhere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	097
w. Gets on better with other adults than with other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	098
x. Many fears, easily scared	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	099
y. Sees tasks through to the end, good attention span	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	100

**Special educational needs**

**Q.E15** Is the child currently identified as having a special educational need? 101

Yes  1 → Q.E16  
 No  2 → Q.E17

**Q.E16** Please indicate the type of SEN.

*For each SEN that applies please indicate the level, ticking School Action, School Action Plus, Statement or Level not known.*

	School Action	School Action Plus	Statement	Level not known	
Specific Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	102
Moderate Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	103
Severe Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	104
Profound & Multiple Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	105
Behaviour, Emotional & Social Difficulties	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	106
Speech, Language and Communications Needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	107
Hearing Impairment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	108
Visual Impairment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	109
Multi- Sensory Impairment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	110
Physical Disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	111
Autistic Spectrum Disorder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	112
Other Difficulty/Disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	113
Unclassified	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	114

**About you**

**Q.E17** Are you the child's class teacher?

115

Yes  1

No (please describe your position)  2

116

Spare 117-130

**Q.E18** Have you taught the child since September 2009?

131

Yes  1

No (when did you start teaching the child?)  2

132

Spare 133-145

**Q.E19** How many years have you taught Key Stage 1?

146-147

**Q.E20** How confident do you feel in supporting pupils with lower reading ability in Year 1? (Tick one)

148

Very confident  1

Quite confident  2

Not confident  3

Spare 149-160

**Thank you for completing this questionnaire.**

**Please remove the front page with child's name and UPN before returning the questionnaire.**

**Please return the questionnaire to NatCen by Friday 16<sup>th</sup> July 2010 in the envelope provided.**

**If you have any queries, please contact us on the freephone number: 0800 652 0501 or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).**



SN 001-005  
CKL 006  
CARD 007-008  
Batch 009-013

## APPENDIX O CHILD ASSESSMENT QUESTIONNAIRES – PUPILS IN COMPARISON SCHOOLS



# Helping Children Read: The wider benefits of reading intervention

## Assessment Questionnaire

Thank you for selecting the children to participate in this study. We are now at the assessment stage and would like you to complete this assessment form for each of the children selected. It collects information about their reading, behaviour, attitudes and special educational needs.

If you have any questions about completing this form, please call the NatCen freephone number: **0800 652 0501** or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).

Before returning the completed form, please remove this front page with identifying information about the child. We will know who the questionnaire is about from our serial number printed on the back cover.

The information you provide will be treated in confidence and will not be reported in any way that could identify the school or individual pupils.

Please return the questionnaire to NatCen by **Friday 16<sup>th</sup> July 2010**.

**Thank you for your help.**

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 Please detach cover before returning completed questionnaire

# Helping Children Read: The wider benefits of reading intervention

## Assessment Questionnaire

### Support with reading

The following questions are about the different types of reading support that the child may have received while in Year 1.

**Q.C1** Has the child received any of the following types of literacy support in Year 1?

	Yes	No	
a. Early Literacy Support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	014
b. Talking Partners	<input type="checkbox"/> 1	<input type="checkbox"/> 2	015
c. Better Reading Partners	<input type="checkbox"/> 1	<input type="checkbox"/> 2	016
d. Catch Up Literacy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	017
e. Fischer Family Trust	<input type="checkbox"/> 1	<input type="checkbox"/> 2	018
f. Reading Recovery	<input type="checkbox"/> 1	<input type="checkbox"/> 2	019
g. Support for learning English as an Additional Language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	020
h. Other reading support in small groups (2 or more children) with school staff or adult volunteers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	021
i. Other one-to-one reading support with school staff or adult volunteers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	022
j. Other ( <i>please specify</i> )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	023
<input style="width: 300px; height: 15px;" type="text"/>			024

Spare 025-034

Child's reading ability

**Q.C2** Please refer to guidance notes attached to assess the child's current level across the 7 areas of the Reading Assessment Focus. (Tick one box on each row)

	Below Level 1	Level 1	Level 2	Level 3 or higher	
a. Use a range of strategies including accurate decoding of text, to read for meaning. (AF1)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	051
b. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. (AF2)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	052
c. Deduce, infer or interpret information, events or ideas from texts. (AF3)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	053
d. Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level. (AF4)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	054
e. Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level. (AF5)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	055
f. Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader. (AF6)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	056
g. Relate texts to their social, cultural and historical contexts and literary traditions. (AF7)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	057

**Q.C3** Overall, what would you assess the child's current reading level to be? (Tick one) 058

- Working towards Level 1  1
- Level 1  2
- Level 2c  3
- Level 2b  4
- Level 2a  5
- Level 3 or higher  6

**Q.C4** What would you assess the child's current reading level to be in relation to their age? (Tick one) 059

- Below expected level for age  1
- At expected level for age  2
- Above expected level for age  3

**Q.C5** What would you assess the child's current decoding ability in reading to be? (Tick one) 060

- Struggling/at risk (struggling to decode many/most words)  1
- Fair (able to decode some words, will attempt to decode unknown words, but with many errors)  2
- Good (able to decode many words, and confident to attempt unknown words)  3
- Very good (able to decode many words, and skilled/reasonably successful in tackling unknown words)  4

**Child's behaviour and attitudes in school**

**Q.C6** For each of the following statements about the child's reading attitudes and behaviours please tick the box Always, Sometimes or Never.

	Always	Sometimes	Never	
a. The child enjoys listening to stories	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	061
b. The child responds during book discussions with questions/comments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	062
c. The child voluntarily chooses extra books to take home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	063
d. The child enjoys silent reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	064
e. In guided or paired reading, the child shows confidence in tackling a new book	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	065
f. The child takes pride in his or her reading diary/journal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	066

**Q.C7** Please indicate the extent to which the child's parents or carers are involved in their reading.  
For each statement, please mark the box A lot, A little, Not at all or Don't know.

	A lot	A little	Not at all	Don't know	
a. The child's parents/carers read with the child at home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	067
b. The child's parents/carers communicate with teachers about the child's reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	068
c. The child's parents/carers encourage the child to think that reading is important	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	069

**Q.C8** The next set of questions is about the child's attitudes to learning in general.  
For each statement, please mark the box Not True, Somewhat True or Certainly True.

	Not true	Somewhat true	Certainly true	
a. Motivated and interested to learn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	070
b. Unable to initiate activities and ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	071
c. Selects and uses activities and resources independently	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	072
d. Lacks confidence in own ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	073
e. Unwilling to participate in classroom activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	074
f. Enjoys school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	075

Evaluation of Every Child a Reader Technical Report

**Q.C9** The following questions are about the child's behaviour at school.  
For each statement, please mark the box Not True, Somewhat True or Certainly True.

	Not true	Somewhat true	Certainly true	
a. Considerate of other people's feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	076
b. Restless, overactive, cannot stay still for long	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	077
c. Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	078
d. Shares readily with other children (e.g. treats, toys, pencils)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	079
e. Often has temper tantrums or hot tempers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	080
f. Rather solitary, tends to play alone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	081
g. Generally obedient, usually does what adults request	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	082
h. Many worries, often seems worried	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	083
i. Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	084
j. Constantly fidgeting or squirming	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	085
k. Has at least one good friend	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	086
l. Often fights with other children or bullies them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	087
m. Often unhappy, down-hearted or tearful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	088
n. Generally liked by other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	089
o. Easily distracted, concentration wanders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	090
p. Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	091
q. Kind to younger children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	092
r. Often lies or cheats	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	093
s. Picked on or bullied by other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	094
t. Often volunteers to help others (teachers, other children)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	095
u. Thinks things out before acting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	096
v. Steals from home, school or elsewhere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	097
w. Gets on better with other adults than with other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	098
x. Many fears, easily scared	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	099
y. Sees tasks through to the end, good attention span	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	100

Special educational needs

Q.C10 Is the child currently identified as having a special educational need?

Yes  1 → Q.C11 101  
 No  2 → Q.C12

Q.C11 Please indicate the type of SEN.

For each SEN that applies please indicate the level, ticking School Action, School Action Plus, Statement or Level not known.

	School Action	School Action Plus	Statement	Level not known	
Specific Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	102
Moderate Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	103
Severe Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	104
Profound & Multiple Learning Difficulty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	105
Behaviour, Emotional & Social Difficulties	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	106
Speech, Language and Communications Needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	107
Hearing Impairment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	108
Visual Impairment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	109
Multi- Sensory Impairment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	110
Physical Disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	111
Autistic Spectrum Disorder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	112
Other Difficulty/Disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	113
Unclassified	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	114

About you

Q.C12 Are you the child's class teacher?

115

Yes  1

No (please describe your position)  2

116

Spare 117-130

Q.C13 Have you taught the child since September 2009?

131

Yes  1

No (when did you start teaching the child?)  2

132

Spare 133-145

Q.C14 How many years have you taught Key Stage 1?

146-147

Q.C15 How confident do you feel in supporting pupils with lower reading ability in Year 1? (Tick one)

148

Very confident  1

Quite confident  2

Not confident  3

Spare 149-160

Thank you for completing this questionnaire.

Please remove the front page with child's name and UPN before returning the questionnaire.

Please return the questionnaire to NatCen by Friday 16<sup>th</sup> July 2010 in the envelope provided.

If you have any queries, please contact us on the freephone number: 0800 652 0501 or email us on [helptoread@natcen.ac.uk](mailto:helptoread@natcen.ac.uk).



SN 001-005  
CKL 006  
CARD 007-008  
Batch 009-013

**APPENDIX P ESTIMATED EFFECTS OF KS1 ATTAINMENT ON ATTAINMENT AT AGE 18**

**Table P.1 Earnings benefits: estimated effects of KS1 Reading and Writing on final qualification level achieved (males, no depreciation)**

Current qualification level	Effect of KS1:	Potential qualification level			
		Level 2 vocational	Level 2 academic	Level 2 academic + Level 3 vocational	Level 3 academic + Level 3 vocational
None	Reading	0.034 [0.004]**	0.117 [0.005]**	0.062 [0.004]**	0.212 [0.005]**
	Writing	0.012 [0.004]**	0.109 [0.005]**	0.061 [0.003]**	0.218 [0.005]**
Level 2 vocational	Reading		0.092 [0.006]**	0.079 [0.006]**	0.182 [0.007]**
	Writing		0.109 [0.006]**	0.094 [0.006]**	0.215 [0.006]**
L2 academic	Reading			0.008 [0.007]	0.11 [0.008]**
	Writing			0.011 [0.007]	0.124 [0.007]**
Level 2 academic + Level 3 vocational	Reading				0.07 [0.008]**
	Writing				0.074 [0.007]**

Note: Figures are marginal effects of achieving expected level in KS1 Reading and Writing attainment, from probit models described in Section 7.2.1. Standard errors in brackets. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table P.2 Earnings benefits: estimated effects of KS1 Reading and Writing on final qualification level achieved (males, full depreciation)**

Current qualification level	Effect of KS1:	Potential qualification level			
		Level 2 vocational	Level 2 academic	Level 2 academic + Level 3 vocational	Level 3 academic + Level 3 vocational
None	Reading	0.014 [0.005]**	0.003 [0.002]	0 [0.000]	0.016 [0.012]
	Writing	-0.003 [0.005]	-0.001 [0.002]	0 [0.000]	0.01 [0.011]
Level 2 vocational	Reading		0.003 [0.009]	0.005 [0.004]	0.003 [0.005]
	Writing		-0.003 [0.008]	0 [0.003]	0.008 [0.005]
L2 academic	Reading			0.011 [0.007]	0.027 [0.008]**
	Writing			0.007 [0.007]	0.007 [0.007]
Level 2 academic + Level 3 vocational	Reading				0.008 [0.006]
	Writing				0.001 [0.005]

Note: See notes to Table P.1.

**Table P.3 Earnings benefits: estimated effects of KS1 Reading and Writing on final qualification level achieved (females, no depreciation)**

Current qualification level	Effect of KS1:	Potential qualification level			
		Level 2 vocational	Level 2 academic	Level 2 academic + Level 3 vocational	Level 3 academic + Level 3 vocational
None	Reading	0.035 [0.006]**	0.127 [0.007]**	0.084 [0.006]**	0.195 [0.007]**
	Writing	0.014 [0.006]*	0.122 [0.006]**	0.097 [0.006]**	0.224 [0.007]**
Level 2 vocational	Reading		0.103 [0.008]**	0.089 [0.008]**	0.15 [0.008]**
	Writing		0.11 [0.007]**	0.115 [0.008]**	0.186 [0.007]**
L2 academic	Reading			-0.007 [0.009]	0.068 [0.009]**
	Writing			0.017 [0.009]*	0.109 [0.008]**
Level 2 academic + Level 3 vocational	Reading				0.06 [0.009]**
	Writing				0.062 [0.008]**

Note: See notes to Table P.1.

**Table P.4 Earnings benefits: estimated effects of KS1 Reading and Writing on final qualification level achieved (females, full depreciation)**

Current qualification level	Effect of KS1:	Potential qualification level			
		Level 2 vocational	Level 2 academic	Level 2 academic + Level 3 vocational	Level 3 academic + Level 3 vocational
None	Reading	0.017 [0.006]**	0.012 [0.008]	0 [0.000]	0.001 [0.009]
	Writing	0.004 [0.006]	-0.006 [0.008]	0 [0.000]	0.006 [0.009]
Level 2 vocational	Reading		0.019 [0.010]	0.019 [0.010]	0.002 [0.001]
	Writing		-0.012 [0.010]	0.009 [0.010]	0 [0.001]
L2 academic	Reading			0.007 [0.010]	0.005 [0.008]
	Writing			0.014 [0.009]	0.005 [0.008]
Level 2 academic + Level 3 vocational	Reading				0 [0.006]
	Writing				0.001 [0.006]

Note: See notes to Table P.1.

**Table P.5 Health benefits: estimated effects of KS1 Reading and Writing on additional years of education**

Effect of KS1:	Depreciation scenario	
	None	Full
Reading	0.11 [0.00350]***	0.0329 [0.00338]***
Writing	0.0826 [0.00337]***	0.000971 [0.00323]
Sample size	538,168	491,597

Note: Figures are coefficients on achieving expected level in KS1 Reading and Writing attainment, from least squares regression models described in Section 7.2.2. Standard errors in brackets. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

**Table P.6 Crime benefits: estimated effects of KS1 Reading and Writing on possession of formal qualifications**

Effect of KS1:	Depreciation scenario	
	None	Full
Reading	0.0931 [0.00262]***	0.00521 [0.00204]**
Writing	0.0992 [0.00253]***	0.00726 [0.00198]***
Sample size	538,168	491,597

Note: Figures are marginal effects of achieving expected level in KS1 Reading and Writing attainment, from probit models described in Section 7.2.3. Standard errors in brackets. \* p < 0.10, \*\* p < 0.05, \*\*\* p < 0.01.

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