CHILDREN,YOUNG PEOPLE AND SKILLS COMMITTEE	Agenda Item 65
	Brighton & Hove City Council

Subject:	**Update on Every Child a Reader (ECaR)**
Date of Meeting:	**March 2020**
Report of:	**Deb Austin Interim Executive Director Families, Children and Learning**
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Ward(s) affected:	**All**

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

1.1 The purpose of this report is to provide an overview on Every Child a Reader and the interventions that are provided within this provision to improve pupil outcomes in reading.

1.2 The report also outlines how additional funding has been allocated to support schools' outcomes in reading.

2. RECOMMENDATIONS

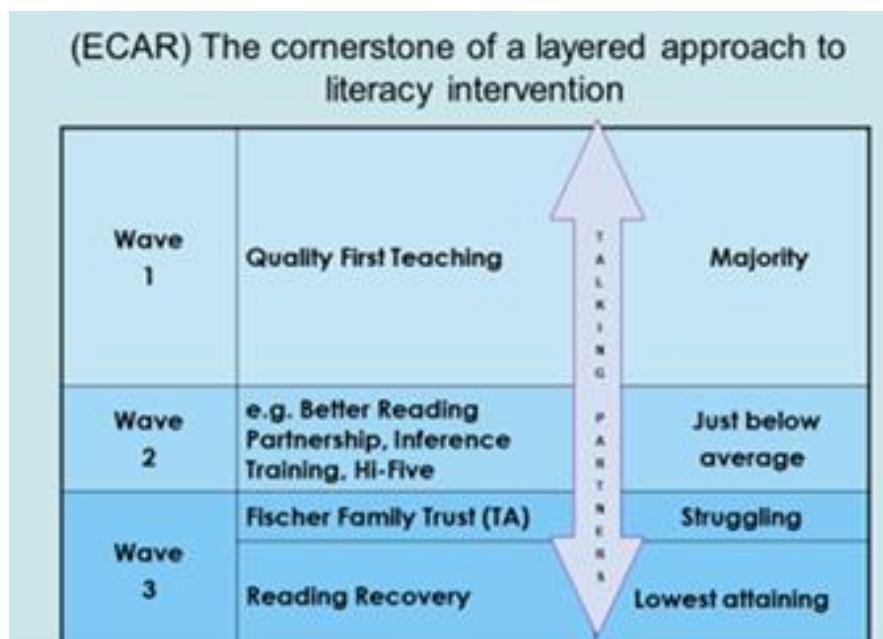2.1 That the committee notes the information in this report.

3. CONTEXT/ BACKGROUND INFORMATION

3.1 **What is Every Child a Reader?**

3.2 Every Child a Reader (ECaR) is an accredited early literacy strategy for raising attainment in reading (and writing), through a range of interventions, with Reading Recovery at the core. See Table 1.

3.3 To be an ECaR School, schools will have employed a specialist and accredited Reading Recovery teacher. These schools are able to capitalise on the professional development provided to their Reading Recovery teachers who are able to advise, mentor and support others in the school with responsibilities for children's literacy, including class teachers, teaching assistants and parents through lighter touch interventions.

3.4 Every Child a Reader offers a layered, three-wave approach to supporting children with reading. *See 3.8 Table 1*

3.5   Wave 1 is the **'quality first teaching'** which all children should 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.

3.6   Wave 2 small group (or less intensive one-to-one) interventions are aimed at children who can be expected to catch up with their peers with some additional support and can include pupils up to Key Stage 3. Wave 2 interventions include Early Literacy Support, Fischer Family Trust and Better Reading Partners. These interventions are mainly delivered by trained teaching assistants and overseen by trained teachers.

3.7   Wave 3 offers intensive reading support in the form of a one-to-one programme for children who have been identified as having specific support needs. The main intervention under Wave 3 is 'Reading Recovery,' an intensive programme lasting approximately 20 weeks, which is aimed at the lowest attaining five per cent of children aged five or six who are struggling to learn to read.

3.8   Table 1

(ECAR) The cornerstone of a layered approach to literacy intervention

Wave 1	Quality First Teaching		Majority
Wave 2	e.g. Better Reading Partnership, Inference Training, Hi-Five	T A L K I N G P A R T N E R S	Just below average
Wave 3	Fischer Family Trust (TA)		Struggling
	Reading Recovery		Lowest attaining

3.9   There are currently ten schools in Brighton and Hove that are ECaR Schools with a specialist Reading Recovery teacher.

3.10   The number of schools committing to employing a Reading Recovery teacher has dropped from eighteen schools in 2016-17. Headteachers report that this is due to financial constraints faced by schools.

3.11   Summary of Outcomes *See Appendix 1*

3.12   In 2016-17, 671 children were supported under ECaR interventions.

3.11   In 2016-17, 245 children received Reading Recovery teaching. On average, discontinued pupils moved up fifteen book levels and their reading age improved by 12 months during the 20 week programme.

3. 12   In 2017-18, 532 children were supported under ECaR interventions.

3. 13   In 2017-18, 180 children received Reading Recovery teaching. On average, discontinued pupils moved up fifteen book levels and their reading age improved by 15 months during the 20 week programme.

3.14   The collection of data through the Institute of Education has changed for this academic year and outcomes analysis for 2018-19 is still not available at time of drafting this report.

3.15   **National Assessments for Reading Recovery children**

3.16   Brighton and Hove end of key stage 2 reading data has historically exceeded national standards at both working at Expected Standard and at Greater Depth Standard. ECaR being established in many schools across the authority has contributed to this achievement, as well as other reading provision.

3.17   Children complete Reading Recovery at age six or seven. Their performance in national assessments at age 11, five or six years, after the end of their lessons, is indicative of the long lasting effect of the intervention.

3.18   It must be noted that pupils identified for Reading Recovery are the lowest achieving in their class and are those for whom quality first teaching and other class based interventions has not provided the springboard to reading that the child needs. Therefore, they would not be predicted to achieve at the expected standard without this specialist intervention.

3.19   Additional Funding for ECaR 2019-20

3.20   Additional funding was provided to extend and continue the 'Every Child a Reader' programme so more children could benefit.

3.21   Additional funding has been allocated to train teachers and teaching assistants in both primary and secondary phases to develop the ECaR interventions across Brighton and Hove to impact as many pupils as possible. This training was fully funded with no costs for schools.

3.22   All headteachers were invited to engage in an offer where each school would send one strong teaching assistant who would run the intervention and one teacher, who would oversee the intervention and support the TA back in school.

3.23   Schools had a choice of three ECaR interventions and made their selection based on the needs of their pupils and the capacity for their teaching assistants to run the interventions effectively in school. *See Appendix 3*

3.24   The additional funding has allowed for schools to be provided with an initial set of books and teaching resources that will ensure a prompt start to the interventions once the training is completed.

3.25 Prior to the 2019-20 funding, there were ten ECaR schools in Brighton and Hove which meant only 15% of schools were able to offer these quality interventions to their pupils.

3.26 As a result of this training offer, twenty-eight new schools have engaged in the training and so now 60% of schools are able to offer one of the interventions proven to improve outcomes in reading.

3.27 Some schools were unable to engage in the training due to having too few teaching assistants to be able to receive the training to then run the interventions back in school.

3.28 At the time of writing, it should be noted that training has completed for two of the interventions.

3.29 High expectations have been shared regarding the quality of interventions and effective record keeping so that progress can be monitored and evaluated. The provisional data to show the impact will be available in December 2020.

3.30 To ensure the provisions are being delivered effectively, funding has been used to provide all schools undertaking an intervention to have a follow up visit from an accredited and skilled Reading Recovery teacher from within B&H. This will offer further support to the TA and these visits will also allow for a level of quality assurance across the schools.

4. COMMUNITY ENGAGEMENT & CONSULTATION

4.1 As detailed in the report.

5 ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

5.1 None identified

6. CONCLUSION

6.1 As a result of this data, it is clear that the ECaR interventions have a positive and sustained impact on pupil progress outcomes in reading and writing.

6.2 At the end of the academic year, to be able to provide robust and accurate data to show the positive impact on pupil outcome in reading and writing as a result of receiving an ECaR intervention.

6.3 All of the current ten Reading Recovery schools have pledged to continue offering the ECaR provision for 2020-21. Some of the additional funding has been used here to support our existing ECaR schools with a small contribution so that they will continue to commit to employing a Reading Recovery Teacher.

6.4 For 2020-21, the intention is to remain committed to expanding this provision so that more schools in Brighton and Hove are able to support children through ECaR interventions.

6.5 Ten primary schools, where data shows end of Key Stage One and/or Key Stage Two data in attainment and progress for reading being lower than national and local figures have been targeted to consider how ECaR training can be used to support teaching staff in using strategies to impact pupil outcomes in reading. The additional funding will be used to support these schools. Nine schools have committed to working together.

6.6 To continue to support schools in order to increase the number of children served in ECaR interventions (including BRP, Inference, and FFT) with the ultimate aim to grow the number of schools committed to recruiting a specialist and accredited Reading Recovery Teacher.

7. FINANCIAL & OTHER IMPLICATIONS:

7.1 Financial Implications:

The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

There is a central DSG budget in 2019/20 for ECAR of £171k which the authority uses to support schools in developing the programme and advice to lead teachers.

There are no direct financial implications for the LA as a result of the recommendation in this report

Finance Officer Consulted: Andy Moore   *Date: 21/01/20*

Legal Implications:

7.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the committee as to how the Council is seeking to fulfil this duty.

Lawyer Consulted: Serena Kynaston   Date: 22/01/2020

Equalities Implications:

7.3 Expanding ECaR across the authority by having a universal offer to all schools allowing them to benefit from this high quality provision will have impact on disadvantaged pupils who will now have access to these interventions.

7.4   The schools that have been targeted for a more bespoke ECaR support also have a high percentage of pupils living in the 30% most deprived super output areas. See Appendices 3 and 4.

Sustainability Implications:

7.5   There are no direct sustainability issues arising from this report.

Brexit Implications:

7.6   There are no direct Brexit issues arising from this report.

Any Other Significant Implications:

7.7   None

Crime & Disorder Implications:

7.8   There are no direct issues of crime and disorder arising from this report.

Risk and Opportunity Management Implications:

7.9   None

Public Health Implications:

7.10   There are no direct public health implications issues arising from this report.

Corporate / Citywide Implications:

7.11   None

SUPPORTING DOCUMENTATION

Appendices:

1.   Data Summary for Every Child a Reader

2.   Progress in Reading Recovery: Typical text at Reading Recovery level one

3.   Overview of ECaR Intervention Offer

4.   School Data by Most Deprived Super Output Areas

Background Documents:

None

Appendix 1: Data Summary for Every Child a Reader

	2016-2017	2017-2018
Number of children served in Reading Recovery	245	180
Pupil Groups in cohort for RR *Certain groups of children have been shown to be vulnerable to academic underachievement, including children of travellers, children of asylum seekers or refugees, and 'looked after' children (children in the care of the local authorities).*	Boys: 152 Girls: 93 48.6%reported as disadvantaged: 12.7% reported as speaking EAL 3.7%reported as in special groups, such as Looked After Children (LAC):	Boys: 118 Girls: 62 41.7%reported as disadvantaged 16.7%reported as speaking EAL: 5.6% reported as in special groups, such as Looked After Children (LAC):
Progress made during Reading Recovery ***Discontinued:** These children have made accelerated or sufficient progress in literacy learning, within the time available, to catch up with the average band for their class, and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support.* ***Referred:** The children have made progress, but have not reached the average band in literacy and will continue to need additional support.* **BAS is the standardised word reading assessment used in ECAR to give a reading age at the start and end of RR. BAS stands for British Ability Scale. All RR schools across UK use this test.* ***See Appendix 2** for examples of book bands*	Average Book Level at entry to Reading Recovery: 1.1 Average Book Level on exit for *discontinued* children: 16.8 Average Book Level on exit for *referred* children: 10.1 **On average, discontinued pupils would move up 15 book levels in 20 weeks** Average BAS Word Reading Age at entry to Reading Recovery: 5:4 years Average BAS Word Reading Age on exit for *discontinued* children: 6:4 years Average BAS Word Reading Age on exit for *referred* children: 5:10 years **On average, discontinued pupils would improve reading age by 12 months in 20 weeks**	Average Book Level at entry to Reading Recovery: 1.1 Average Book Level on exit for *discontinued* children: 16.5 Average Book Level on exit for *referred* children: 11.1 **On average, discontinued pupils would move up 15 book levels in 20 weeks** Average BAS Word Reading Age at entry to Reading Recovery: 5:1 years Average BAS Word Reading Age on exit for *discontinued* children: 6:4 years Average BAS Word Reading Age on exit for *referred* children: 5:10 years **On average, discontinued pupils would improve reading age by 15 months in 20 weeks**
Progress made after Reading Recovery	**At three month follow-up:** Average Book Level:15.5 Average Word Reading Age:6:4 **At six month follow-up:** Average Book Level:17.1 Average Word Reading Age:6:4	**At three month follow-up:** Average Book Level:15.6 Average Word Reading Age:6:4 **At six month follow-up:** Average Book Level:17.4 Average Word Reading Age:6:4
Number of children served in other intervention (Including BRP, Inference, FFT)	**426:** BRP: 177 Fischer Family Trust Wave 3: 160 Other: 86 RR-led Intervention: 3	**352:** BRP: 128 Fischer Family Trust Wave 3: 148 Other: 75 RR-led Intervention: 1
Total Number of children supported	**671**	**532**

Appendix 2: Progress in Reading Recovery

Typical text at Reading Recovery level one:

I am a cat.

Typical text at Reading Recovery level eight:

A green dragonfly
came to sit on a tree
down by the river.

Little Dinosaur looked at it.
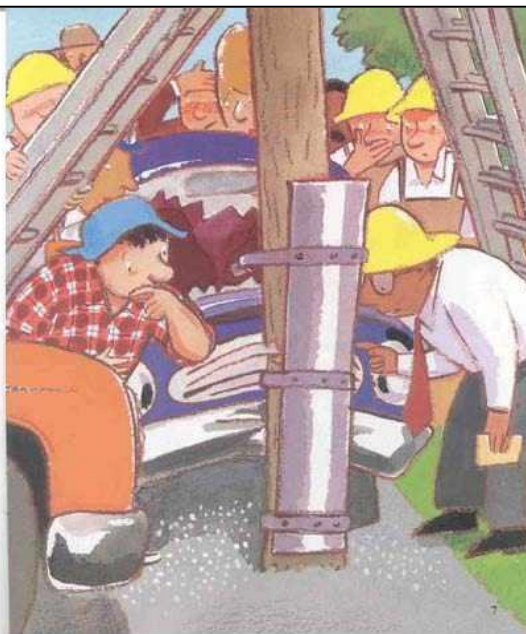He liked to eat dragonflies.

Typical text at Reading Recovery level seventeen:

Toby stopped, and BJ jumped down
to have a look at the car.
"Mm-mm," said BJ.
"The car must have been
going very fast.
The pole is cracked
and it could fall over."

"The power has been turned off,"
said the policewoman.

"I don't like the look of this job,
Toby," said BJ,
as he got back into the tow truck.
"That pole could move
when we pull the car away."

Colour Band (Book Bands)	PM Benchmark Reading Recovery Level	Letters and Sounds	Approx. Reading Ages. Adapted from: *PM Benchmark Kit*
1 Pink	Level 1 Level 2	Phase 2	
2 Red	Level 3 Level 4 Level 5	Phase 3	Approx. Age 5
3 Yellow	Level 6 Level 7 Level 8	Phase 3, 4	Approx. Age 5.5
4 Blue	Level 9 Level 10 Level 11	Phase 4, 5	Approx. Age 5.5 – 6.0
5 Green	Level 12 Level 13 Level 14	Phase 5	Approx. Age 6.0 – 6.5
6 Orange	Level 15 Level 16	Phase 5, 6	Approx. Age 6 – 6.5/7.0
7 Turquoise	Level 17 Level 18	Phase 5, 6	Approx. Age 6.5 – 7+
8 Purple	Level 19 Level 20	Phase 6	Approx. Age 7 – 7.5+
9 Gold	Level 21 Level 22	Phase 6	Approx. Age 7.5 – 8+
10 White	Level 23 Level 24	N/A	Approx. Age 8 – 8.5+
11 Lime	Level 25 Level 26	N/A	Approx. Age 8.5 – 9.5+
Copper		N/A	
Topaz		N/A	
12 Ruby	Level 27 Level 28	N/A	Approx. Age 10 – 10.5 Approx. Age 10.5 – 11
Emerald		N/A	
13 Sapphire	Level 29 Level 30	N/A	Approx. Age 11 – 11.5 Approx. Age 11.5 – 12
Diamond		N/A	
Pearl		N/A	

Appendix 3: Overview of ECaR Intervention Offer

Intervention:	Target Pupils:	Number of schools committed
Fischer Family Trust • *Three training days* • *Daily one to one with trained TA overseen by trained teacher* • *20-25 minute lesson over 10-20 weeks*	Children from Y1 to Y6 working within and below Book Band 2 (Red Band) in reading and a low level 1 or below in writing	12 schools *(11 Primary, 1 Secondary)* *Including 6 schools where over 25% of their pupils live in the 30% most deprived super output areas*
Boosting Reading @Partners • *Two training days* • *3 sessions a week with trained TA overseen by trained teacher/ co-ordinator* • *15 – 20 minute session, 3 sessions a week, over 10 weeks, plus preparation time.*	• Pupils selected from Year 1 - Year 10 • KS1/2 –pupils who are just below ARE • KS3 - pupils whose reading age is two to three years below ARE • EAL pupils to support their language and reading development • pupils who need extra opportunities to develop their understanding at an inferential level	7 Primary Schools *Including 6 schools where over 25% of their pupils live in the 30% most deprived super output areas*
Inference Training • *One training day* • *2 sessions a week with trained TA overseen by trained teacher/ co-ordinator* • *40 - 45 minute lessons over 8 -10 weeks*	A reading comprehension intervention for pupils in KS2 and KS3 who have age appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from their reading.	15 Schools *(12 Primary, 3 Secondary)* *Including 8 schools where over 25% of their pupils live in the 30% most deprived super output areas*

Appendix 4: School Data by Most Deprived Super Output Areas

School:	Percentage of pupils living in the 30% most deprived super output areas *(28% of total pupils in B&H)*
1. St Mark's CofE Primary	69%
2. St Peter's Community School	58%
3. St Nicolas CofE Primary	25%
4. St Bartholomew's CofE Primary	58%
5. Hangleton Primary School	35%
6. St John the Baptist Catholic	67%
7. St Mary's Catholic School	30%
8. Hertford Infants School	62%
Hertford Juniors School	72%
9. Elm Grove Primary School	22%

Source data January 2019 School Census and National Statistics Postcodes Directory