

11 February 2013

**Agenda Item: 6**

## **REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION**

### **EVERY CHILD A READER, READING RECOVERY AND THE SWITCH-ON READING EVALUATION PROJECT FUNDED BY THE EDUCATION ENDOWMENT FOUNDATION (EEF)**

#### **Purpose of the Report**

1. The purpose of this report is to provide information to Committee members about the positive impact of the Every Child a Reader (ECaR) initiative in Nottinghamshire including the impact of Reading Recovery in 2011-2012 and the success in gaining a grant of £70,000 from the Education Endowment Foundation (EEF) to trial and evaluate an in-house reading intervention for the most vulnerable underachieving pupils as they transfer to secondary school.

#### **Information and Advice**

##### **The impact of Reading Recovery**

2. During 2011-2012 over 300 five and six year olds across 32 Nottinghamshire primary schools benefited from a series of Reading Recovery lessons. Almost 9 out of 10 of these children progressed from being the lowest achievers in their age group to working at nationally expected outcomes. The ECaR initiative with Reading Recovery at its heart has consistently achieved higher than national outcomes in each of the past four years. 16 new schools have committed to ECaR in 2012-2013. They currently have a 0.6 full time equivalent teacher training to be a Reading Recovery teacher. This teacher is working to accelerate the progress of the most vulnerable underachieving children as well as improving the teaching of reading and writing across the school. Four schools have already been recruited to ECaR for 2013-2014.
3. Two case studies of successful outcomes through ECaR and Reading Recovery in Nottinghamshire schools are attached as **Appendices 1 and 2**.

##### **Support from the Education Endowment Foundation**

4. Nottinghamshire's School Improvement Team successfully bid to the Education Endowment Foundation for £70,000 to fund a research project to establish the effectiveness of an in-house reading intervention – Switch-on Reading for the lowest achieving pupils in Year 7. Switch-on Reading is a one-to-one Teaching Assistant (TA)

led intervention based on the teaching and learning principles of the Reading Recovery. It has been developed by Nottinghamshire's Every Child a Reader Teacher Leaders, Jose Coles and Paula Burrell.

5. This project is now up and running with 86 secondary school staff trained to implement the initiative in 18 Nottinghamshire secondary schools spread across the County. Almost 300 pupils will be supported across two phases of intervention. The project is being externally evaluated by Birmingham University. It is hoped that EEF will support Nottinghamshire to extend this work in 2013-2014.

### **Other Options Considered**

6. The report is for noting only.

### **Reason/s for Recommendation/s**

7. The report is for noting only.

### **Statutory and Policy Implications**

8. This report has been compiled after consideration of implications in respect of finance, equal opportunities, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

### **RECOMMENDATION/S**

That the Committee:

- 1) notes the ongoing success of Every Child a Reader and Reading Recovery
- 2) notes Nottinghamshire's success in being awarded £70,000 from the Education Endowment Foundation.

**John Slater**

**Service Director, Education Standards and Inclusion**

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### **Constitutional Comments**

9. As this report is for noting only, no Constitutional Comments are required.

**Financial Comments (KLA 28/01/13)**

10. There are no financial implications arising directly from this report.

**Background Papers**

None.

**Electoral Division(s) and Member(s) Affected**

All.

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