

KPMG FOUNDATION

# The impact of Reading Recovery ten years after intervention

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# About the KPMG Foundation

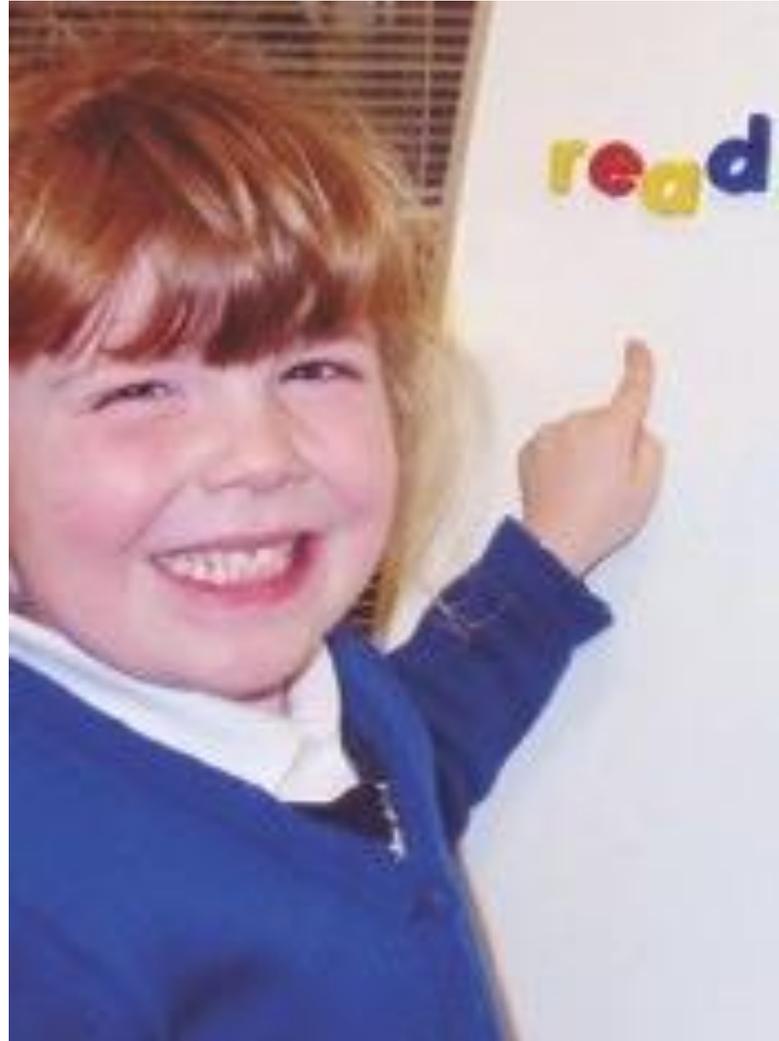
Founded in 2001, the KPMG Foundation was established with the objective of unlocking the potential of children, young people and families in the UK who, for primarily social reasons, have not achieved their educational promise - giving everyone a chance to succeed in life.

Since its inception, the KPMG Foundation has sought out bold, sometimes experimental – and always innovative – programmes that support the most deprived and vulnerable children, young people and families in the UK.

The Foundation's aim has been to identify those projects that can be truly transformative. Trustees have been relentless in their pursuit of measurable, impactful and scalable projects. We are proud to have worked shoulder to shoulder with some of the UK's leading funding organisation's, charities, schools and local authorities to achieve a fairer and more equitable society.

Early intervention is a key tenet of the Foundation's grant giving. Children living in precarious situations – whether that be in care, or in social, emotional, or financial hardship – are at greater risk of falling behind in their education. And all too often, they stay behind. At the same time, the geography of disadvantage is sharpening and it can seem harder than ever for children in deprived communities to unlock their potential. Strategic philanthropy guides our grant giving, by improving life chances we also make long-term cost savings for society.

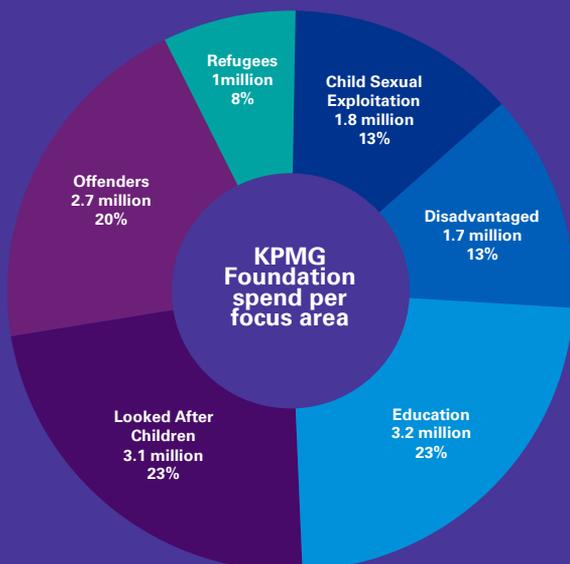
Since 2001, the KPMG Foundation has given over £13 million to 68 charitable projects and the total leveraged funds generated through all of the Foundation grants is £160 million. But more than that, it has been contributed to a burgeoning of knowledge, a proliferation of ideas, and a growth of understanding. It also demonstrates that corporate foundations have a key part to play in building a better society.



## Why early intervention matters

Over the last 17 years, the Foundation has supported the most disadvantaged - the bottom 20% of the UK population. The number of children living in families lacking the resources for their minimum needs is rising. Last year 30% of children (4 million children) lived in deprived families.<sup>1</sup> This damages their life chances.<sup>2</sup>

- Children from poorer backgrounds lag at all stages of education
- The attainment gap begins in early years and is already evident when children begin school aged 5
- The attainment gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school
- By 16, children receiving free school meals achieve 1.7 grades lower at GCSE
- The poorest school-leavers are half as likely (17%) to attend university as their peers (34%).<sup>3</sup>



Note: Graph 1

1. UK Poverty 2017 Joseph Rowntree Foundation December 2017

2. Child Poverty Action Group <http://www.cpag.org.uk/content/impact-poverty>

3. Poorest school-leavers half as likely to attend university as their peers shows Ucas admission data The Guardian, 14th December 2017

## Every Child a Reader



Every Child a Reader (ECaR) was a flagship project for the Foundation that targeted some of the most disadvantaged children in the UK.

It began as a three year (2005-2008), £10 million pilot project. It aimed to show that the literacy difficulties that affect many children, particularly the most disadvantaged, could be addressed through a targeted Reading Recovery intervention. The project, led by the KPMG Foundation, was funded through a powerful collaboration between charitable trusts, the business sector and government. Supporters included the Department for Children, Schools and Families, Esmée Fairbairn Foundation, The Indigo Trust, JJ Charitable Trust, Man Group plc Charitable Trust, Mercers Company and SHINE.

To measure the true impact of the project, Professor Jane Hurry of UCL Institute of Education, has tracked the progress of a sample of children involved, publishing a comprehensive study 'The impact of Reading Recovery ten years after intervention', which analyses the impact of the Reading Recovery intervention.

## What is Reading Recovery?

Reading Recovery formed part of the Every Child a Reader strategy. Reading Recovery is an intensive one-to-one reading programme aimed at children in their second year of schooling who have made little or no progress in literacy even after high quality classroom instruction. It sought to support the children facing the biggest challenges – the bottom 5-10 percent of the national attainment range.

It provides skilled, specialist one-to-one teaching for the lowest achieving children, who receive a daily, 30-minute lesson from a specialist 'Reading Recovery' teacher for a period of up to 20 weeks. The Reading Recovery teacher also contributes to raising the standards of the whole school by sharing with teaching staff and teaching assistants their specialist expertise in literacy development, common barriers to literacy learning and effective pedagogy.

### What the children say:



"I love my Reading Recovery lessons because I read some great books that I enjoy. Now I'm a good reader and help the other children in my class."

"When I started I found reading difficult. Now I can read lots of books. I feel good inside me and I feel proud of myself."

"I can read now. I'm the only one in my family who can read."

### What teachers say:



"We have bright children whose domestic experience and background denies them the privilege of early literacy. Reading Recovery helps us to bridge that gap and then demands that the school maintain children at the 'norm'." ECaR teacher

"ECaR has had a significant impact on the children involved. They have made amazing progress with their reading. It has significantly increased their life options." – ECaR teacher

## The results

This landmark longitudinal study was the first of its kind in the UK to follow the progress of children over a ten year period to gain a detailed understanding of the impact of the intervention.

The study followed up 239 children involved in the original 2006 evaluation.<sup>4</sup> In the initial study, children who received Reading Recovery were compared with matched children who attended similar schools where Reading Recovery was not offered (the comparison group). A technique called multiple regression analysis was applied to account for any differences between the demographic characteristics of the Reading Recovery and comparison groups. At aged 16, 222 of the original 239 could be traced.

The research found that the children's academic achievements at Years 9 and 11 (age 14 and 16) were significantly improved as a result of the Reading Recovery intervention. Key findings include:

**Better GCSE results overall** – Children who had received Reading Recovery achieved significantly higher overall GCSE point scores than the comparison group.

**Magnitude of the effect of the extra help** – this was greater than that generally seen immediately after the majority of comparable educational interventions – an 'effect size' of 0.49 overall, 0.56 for children not eligible for Free School Meals and 0.37 for just those children eligible for Free School Meals.

**Twice as likely to achieve five good GCSEs** – 49% of children who had received Reading Recovery achieved five or more GCSEs at the former A\* to C grades including English

and Maths, compared to 23% of those who had not. The Reading Recovery pupils' performance was only 5% below the national average for all pupils of 54%.

**Fewer with no GCSEs** – Just 2% of children who had received Reading Recovery achieved no GCSE passes, compared to 7% of children who did not participate.

**Significantly fewer pupils with SEN status** – The study also found that by Year 9 (age 14) 34% of the children who had received Reading Recovery had a Special Education Needs (SEND) status – significantly fewer than the 52% of children who had not participated. 10% of the comparison group had a Statement of SEN or Education, Health and Care Plan in Year 9, and 9% in Year 11, whilst none of the Reading Recovery children required this level of provision.

The research concludes that the "positive effect of Reading Recovery on qualifications at age 16 is marked in this study and suggests a sustained intervention effect. This, and the effect of the programme on SEND status at ages 14 and 16, suggests cost benefits with implications for the programme's financial viability. Reading Recovery is a resource intensive early intervention and the possibility that it can have long-lasting effects of economic consequence is significant for policy makers who are tasked with managing budgets across the age range."

4. Burroughs-Lange, S. and Douetil, J. (2007) Literacy Progress of Young Children from Poor Urban Settings: A Reading Recovery Comparison Study. Literacy Teaching and Learning Volume 12, Number 1



## Wider economic impact

Pro Bono Economics was commissioned by the KPMG Foundation to carry out an economic analysis of the costs and benefits of the Reading Recovery literacy programme, drawing on the ten-year follow up findings.

Assuming that the positive effects in the follow up study apply to all 101,000 children supported by Reading Recovery during the evaluation period, the potential benefits of Reading Recovery support to UK society are around £980-1,200 million.

Key findings are:

- Reading Recovery support increased the likelihood that a child will attain 5+ good GCSEs (including Maths and English) by 18-26 percentage points and reduced the proportion of children requiring a Statement of SEN/EHCP by 7 percentage points.
- Potential benefits to UK society from Reading Recovery of £940-1,200 million across the 101,000 children supported since 2005/6.
- Estimated potential benefits are £9,200-12,100 per Reading Recovery pupil compared to around £2,800 in costs, giving a net benefit of £6,400-9,300 per pupil.
- These findings imply that every £1 spent on Reading Recovery since 2005/6 will create a potential societal benefit of £3.30-4.30.
- Reading Recovery support increases the expected lifetime income from employment of around £6,300-9,100 per pupil. This is equivalent to approximately 70% of the total societal benefit.
- Savings to Local Authorities are conservatively estimated as £2,900 per Reading Recovery pupil relating to a reduction in the number of children with a Statement of SEN/EHCP. This is equivalent to approximately 30% of the total societal benefit.

The impact of the Reading Recovery Programme – An economic analysis” can be found at <https://www.probonoeconomics.com/resources>

## The legacy of Every Child a Reader

As this research shows Reading Recovery is a highly effective intervention for children who stand to gain the most from improved literacy skills. At a time when education policy and infrastructure is intended to fuel collaboration and evidence-based practice, investment in Reading Recovery will ensure that children, teachers and the economy reap the long-term benefits of the programme.

A full copy of the research can be found at <https://home.kpmg.com/uk/en/home/insights/2018/02/the-kpmg-foundation.html>

## Contact us



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## Reading Recovery

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