

Catch Up Literacy

Summary of the Catch Up Literacy pilot in Bradford schools 2009-2011



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Background

The two year pilot of Catch Up Literacy in Bradford schools was funded by money from the Neighbourhood Renewal Grant made available for narrowing the gap. (£30,000 in the first year, £52,000 in the second year). We received an additional £8,000 from a fund set up to address issues of low attainment in Looked after Children (LAC).

Catch Up has been managed through the Learning Support Service Learning Difficulties Team. The funding was used to provide:

- One day a week Catch Up Coordinator time, increasing to two days in the second year of the pilot
- Two full time Peripatetic Inclusion Mentors whose role has been to tutor looked after children and other pupils on the Catch Up programme in a number of Bradford schools and to support the running of the programme
- Training from an accredited Catch Up Trainer
- Packs of levelled books for schools to use on the programme
- Training in Catch Up numeracy for 7 members of LD team and staff from 6 schools in order to run a pilot for Catch Up numeracy from September 2011

What is Catch Up Literacy?

Catch Up is a not for profit registered charity which provides training and ongoing support for those delivering the Catch Up programme.

Its mission statement is:

“To address the problem of underachievement that has its roots in literacy and numeracy difficulties.”

Catch Up literacy is currently used by more than 4000 schools and has been implemented in clusters of schools by more than 84 Local Authorities across England and Wales.

The Catch Up Literacy programme

- Catch Up is a structured, wave 3 literacy intervention which can be delivered by a teaching assistant or teacher in two fifteen minute sessions a week.
- It aims to improve all aspects of reading by addressing comprehension, sight word knowledge, spelling and phonics
- It provides personalised learning support
- It is delivered by staff who have attended Catch Up Literacy training

Who is it for?

- Struggling readers at National Curriculum level 1c or above
- Pupils who find it difficult to learn in a group
- Pupils who are significantly below the expected NC level for their age
- Pupils whose reading age is significantly below their chronological age

Catch Up Training

- Three half day sessions delivered by an accredited Catch Up trainer with a full day's further training later in the year to review progress
- A further half day session for the teachers who manage Catch Up in their schools or settings
- Optional accreditation is provided by the Open College Network

Stages of the Catch Up Literacy pilot in Bradford

September 2009

20 teachers and teaching assistants from **10** primary schools and **7** members of Learning Difficulties team trained to deliver Catch Up literacy

By July 2010

90 children in 17 Bradford schools had been on Catch Up, including **16** LAC

September 2010 Catch Up extended to secondary schools

Catch Up training for staff from **7** secondary schools and a further **4** primary schools (plus additional staff from the original pilot schools and a further 5 teachers from Learning Difficulties Team.)

November 2010

Training for staff from a further **5** secondary and **11** primary schools

A total of **117** teachers and Teaching Assistants now Catch Up trained (including **11** members of LD team)

25 primary schools and **12** secondary schools in Catch Up pilot.

Impact of the Catch Up programme

Catch Up coordinators were asked to submit quantitative and qualitative data from the start and end of the programme.

Gains in reading age

Data returned on 188 pupils covering **both** years of the pilot and including primary and secondary schools showed an average increase in reading age of **15** months over an average of 25 sessions.

84% pupils gained more than 6 months on a standardised reading test when tutored over a 3-6 month period

25% gained 2 years or more

The average increase for the Looked after Children and children looked after by a relative was **16.8** months in a period of 6 months, almost three times the expected increase.

(See appendices for charts on progress)

Gains in reading age one year on

We asked schools to send in reading test results for pupils who did Catch Up last year so we could see if progress had been maintained one year on. The expectation is that whilst on Catch Up many children make accelerated progress in reading and the hope is that they will make "normal" progress afterwards (i.e. 12 months gain in reading age in 12 months.)

The data we received on 26 children showed that 8 had made 12 months or more progress, 18 had made between 9 and 11 months progress and 8 had made less than 6 months progress.

There are a number of factors which might account for pupils' continued progress or lack of it. For some children Catch Up is just what they need to develop an interest and the motivation to continue their efforts at reading. They have been encouraged to develop the strategies they need to become independent readers and are able to continue to make good progress. Their reading age may match

their chronological age by the end of the programme. Other children continue to need individual support for much longer. Children who appear to make no progress should be discussed with the school's link Learning Difficulties specialist teacher as there may be need for a full assessment of their difficulties.

There may be factors relating to school practice if a number of pupils fail to maintain progress one year on.

Improved self-esteem, concentration and behaviour

Returns from a questionnaire sent to all Catch Up tutors suggested the biggest impact had been on pupil confidence and self esteem. Out of returns on 57 pupils confidence was mentioned 50 times. Enthusiasm and motivation were mentioned 28 times. Several tutors referred to transfer of skills from Catch Up lessons into the classroom.

"Both myself and the student were praised as the improvements made were noticeable in reading tests."

Some other comments from tutors:

" It has been a joy to see S... change from a reluctant reader to someone brimming with confidence."

" It's nice to hear him talk now about books he's reading at home."

"He answers questions in class now."

One tutor wrote about a year 6 boy who became angry when he couldn't read a word and often cried:

" No more tears ... self belief is now great. He enjoys his reading and loves to chat about the books. His reading age has jumped by over a year. He is much happier. It is lovely to see."

" H... is now a lot more confident when reading and is taking a lot more pride in his work. He shows a big interest in the books. His class teacher has seen improvement in his writing in class and he stays on task more."

(This pupil gained more than three years in reading age on Catch Up!)

Another school reported:

"Parents are delighted with K's progress and have sat in on Catch Up sessions. "

Improved spelling and handwriting

Several tutors and teachers commented on improvements in handwriting and spelling.

Gains in comprehension

Comprehension is an important part of the Catch Up lesson. The book is always discussed with the child before he/she reads it and reading is followed by questions about the text. We did not ask schools to provide data on comprehension in the pilot but Catherine Pass, a specialist teacher from the Learning Difficulties Team, has included research on the impact on comprehension for children on Catch Up in a dissertation for her MA at Sheffield University.

She assessed comprehension for seven pupils, six of whom were LAC, at the start and end of Catch Up. (See chart below)

All gained at least 11 months in comprehension age in 6 months on the programme and three gained more than 20 months. Developments were also noted in the pupils' use of expressive language when responding to questions about the text.

Chart to show gains in comprehension for seven children on Catch Up pilot (tested on the Neale Analysis)

Pupil	Chronological age at start of Catch Up	Reading Accuracy Age		Reading Comprehension					gain months	
				Standardised scores		Comprehension Age				
		start	end	start	end	start	end	start		
DR	8.02	7.10	9.07	84	98	6.06	8.07	2.01	+25	
SP	8.05	5.06	6.08	< 70	< 70	5.01	6.03	1.02	+14	
BP	7.05	6.00	6.09	91	96	6.09	7.08	1.03	+11	
CH	7.09	6.11	7.03	84	95	6.01	7.10	1.09	+21	
HB	7.04	5.08	6.11	91	97	6.09	7.10	1.01	+13	
AM	7.05	5.07	6.02	73	84	5.06	6.10	1.04	+16	
TM	6.04	5.03	6.03	85	98	5.03	7.01	1.98	+22	

Impact of Catch Up training

Feedback on the training sessions has been extremely positive. Teaching assistants have felt prepared to tackle the programme. Some have commented on how they feel more appreciated in their schools and are pleased that their views on their pupils' progress are being listened to. A number of Bradford Catch Up trainees have submitted assignments for Open College Network, with very positive feedback. The Catch Up training and experience of working 1:1 on the reading programme with the pupils has increased the tutors' awareness of what hurdles children face when they are struggling readers and how to help them develop independent strategies through the prompts they use. All the Catch Up tutors have shown great enthusiasm and genuine delight in the progress of their pupils.

These are some comments made by tutors and coordinators about the impact of Catch Up literacy on them:

"This project has really inspired me in terms of how to deliver a coherent and fun intervention programme. It has been the most structured and easy to follow intervention for teaching assistants and they have had the confidence to deliver this to the children. There has been a knock on effect throughout the school, which has been extremely positive. The head, governors, TA's and teachers have all got on board."

Catch Up has:

"helped me to see how the structure of the programme delivered in a positive way can impact on so many aspects of a child's school experience - attendance, attitude and confidence as well as change their attitude to reading into a much more positive experience. I have seen an improvement in their behaviour and general attitude towards learning."

"I know that Catch Up has made a difference to the children I worked with."

Summary

The schools who used Catch Up successfully found it an enjoyable, user-friendly intervention. It became clear over the two years of the pilot that where success was more limited this appeared to be linked to factors such as lack of organisation and direction of the programme

in the school, choice of pupils with very complex learning needs, lack of regular Catch Up sessions, poor attendance.

Catch Up succeeds best when schools provide:

- Support for the programme from senior management and class teachers. Ideally Catch Up should be given a high profile in the school with children receiving certificates in good work assemblies, parents and school staff invited to watch lessons, progress shared with parents and class teachers.
- Suitable work space -away from distractions and interruptions. The lesson is short and pace is important.
- Time for the tutors to provide and plan sessions twice a week, without being called away for other duties
- Books. Education Bradford provided an initial supply of books for schools on the second year of the pilot. Schools may need to purchase more as an increasing number of pupils come on the programme. It is important to have a separate set of books for Catch Up, books which the child has not already failed with and which are fun to read.

The impact for pupils has been:

- gains in reading, comprehension and spelling ages
- improvement in writing
- improvement in speaking and listening
- increased confidence in the classroom
- improvement in self esteem, concentration and behaviour
- a contribution to improved NC levels

An additional impact for schools has been the development of the skills and confidence of teaching and support staff trained on Catch Up, which has benefited many other pupils.

Catch Up has provided a successful wave 3 intervention in Bradford primary and secondary schools which has been shown to raise the levels of attainment of pupils who were struggling with reading.

Maintaining the impact of Catch Up after the pilot

There have been several interventions to improve reading over the years and often these have been discontinued in schools when staff have left, funding has been withdrawn or school has focussed on other priorities. Hopefully this will not happen with Catch Up literacy!

These are my suggestions for how we can maintain the impact of Catch Up.

Arranging further Catch Up training

If schools want to arrange training in their localities the cost is currently £299 per trainee and Catch Up are happy to offer training for groups of 10-30. The Catch Up website has information on this.

www.catchup.org.uk

Support from learning Difficulties Team

Catch Up literacy has been supported in a number of ways by the Learning Difficulties Team over the two years of the pilot. I have been allocated time to support schools on Catch Up. I have done this by visiting schools, demonstrating, observing and giving feedback on Catch Up lessons.

Peripatetic Inclusion Mentors from Learning Difficulties team have continued to support schools by offering direct teaching on the Catch Up programme. This has provided a further training opportunity for

those schools as staff have been able to observe LD team tutors' Catch Up lessons and discuss any issues with them. This support will continue with pupils identified by teachers from Learning Difficulties Team.

Dawn Paton (LD Team Peripatetic Inclusion Mentor) has been responsible for setting up a data base using all the information supplied by schools on pupil progress on Catch Up. This has enabled us to monitor its impact. We have provided schools with a spreadsheet to record data so they can continue to measure the success of Catch Up. This has not yet been taken up by a number of schools. I strongly recommend this as a way of demonstrating the success of the programme to school senior management.

The Learning Difficulties Team at Education Bradford has a strong commitment to Catch Up. As specialist teachers, we are often asked to see children who are struggling with reading and writing in our schools. When we recommend an individual reading programme Catch Up is often just what we have in mind. As a team we aim to continue to support Catch Up in our schools beyond the pilot by providing advice on individual pupils on the programme. We can also provide training on aspects of reading.

Network meetings

We have held network meetings for both primary and secondary Catch Up schools throughout the two years of the pilot. These have been well attended and have provided a forum for discussion and sharing of practice. It is planned that these should continue beyond the pilot and schools have agreed to host them in turn. Members of Learning Difficulties Team will continue to attend network meetings whenever possible.

Continuing good practice

Within Catch Up schools it will help the programme to continue successfully if coordinators take time to observe Catch Up lessons each term and monitor pupil progress booklets. Catch Up should be included on the school's provision map. By involving parents and other staff in celebrating Catch Up successes it will help maintain the profile of Catch Up in the school.

Acknowledgements

Thanks are due to the following:

The staff and pupils at all the Catch Up pilot schools for their efforts and enthusiasm

The Travellers and New Communities Service for the generous loan of books for members of Learning Difficulties Team to use with Catch Up pupils.

Colleagues in Access and Inclusion who gave their support and encouragement to this pilot.

Janet Sykes, Catch Up trainer, for giving us very thorough and enjoyable training and ongoing support

Appendices:

Chart to show reading gains 2009-2010

Chart to show reading gains 2009-2011

Chart to show progress of Looked after children on Catch Up pilot

List of Catch Up schools 2009-2011

Chart to show reading gains on Catch Up (2009-2010)

**Percentages of Value Added Reading Age Gains for Children on
Catch Up Delivered Over an Average of 25 Sessions Over a Three
Month Period**

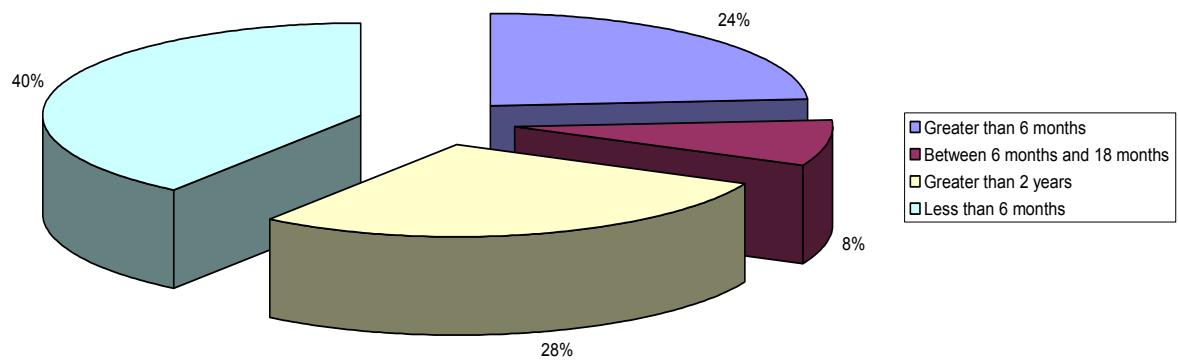
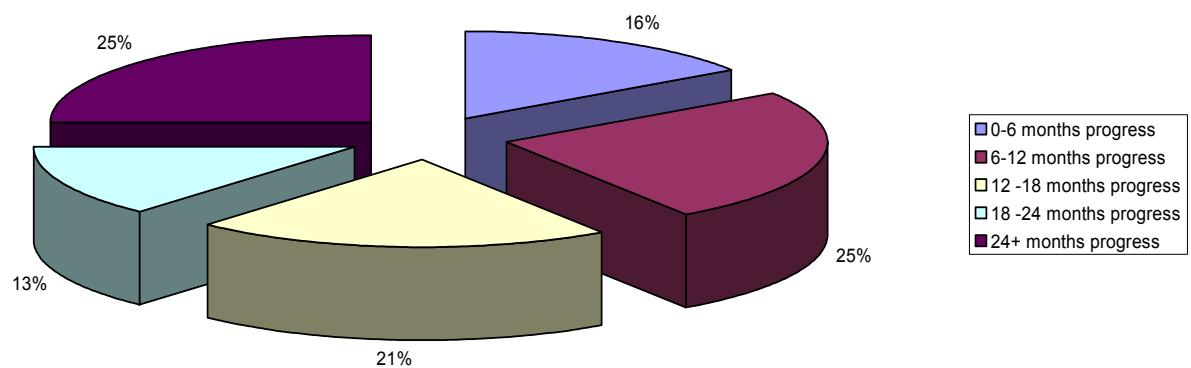
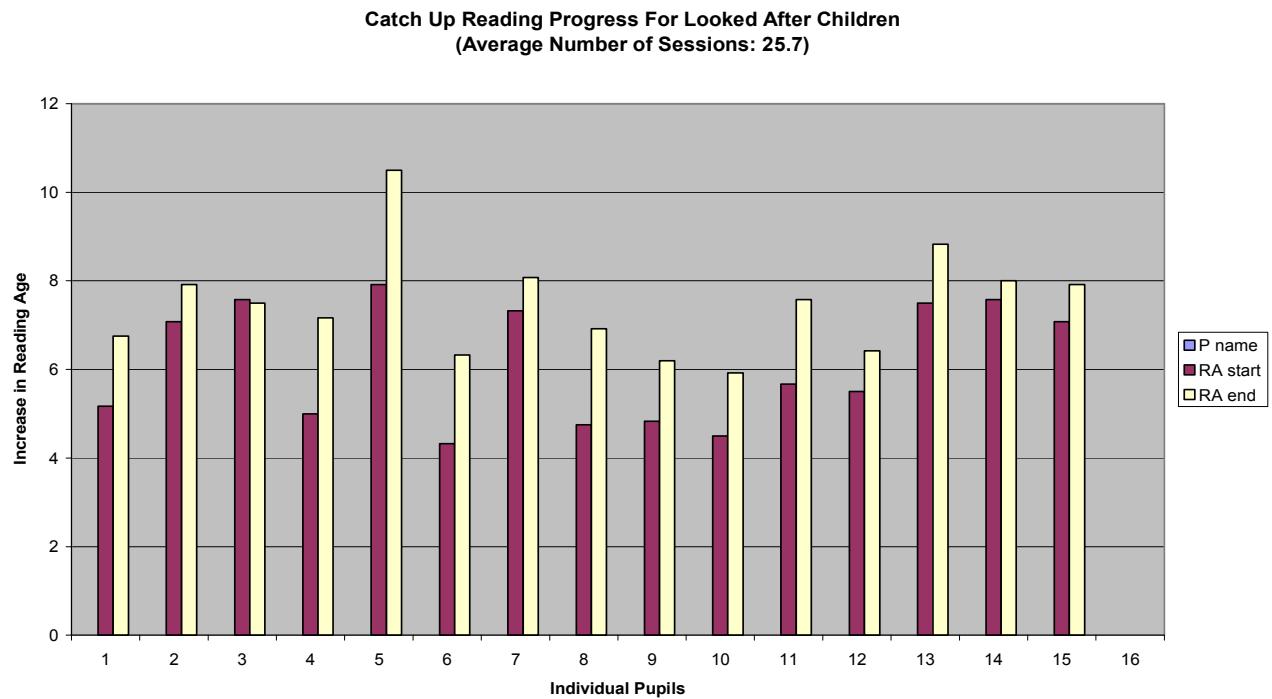


Chart to show reading gains on Catch Up (2009-2011)

**Actual Pupil Progress For Pupils On The Catch Up Literacy Programme (Average 25 sessions)
During The Pilot Period 2009-2011**



Appendix: progress of looked after children on the Catch Up Reading pilot



Catch Up primary schools in Bradford (total 23)

The ten 2009 pilot schools

Bowling Park
Girlington
Lower Fields
Nessfield,
Parkland/Holybrook
Riddlesden St Mary's CE
St Oswalds CE
Saltaire
Thornbury
Wibsey

4 Primary Schools trained October 2010

Lees
Low Ash
St Philips CE
Victoria
+additional staff trained from Bowling Park, Girlington, Lower Fields, Riddlesden and Thornbury, Nessfield and Saltaire + LD Team

9 Primary Schools trained November 2010

St William's RC
Laycock
Allerton
Hothfield Juniors
Atlas
St Anne's RC
Ley Top
Worth Valley
Wycliffe (one TA)

Additional staff from Victoria, Thornbury, Nessfield

13 Catch Up secondary schools in Bradford

October 2010 training

Buttershaw
Carlton Bolling
Immanuel
Oakbank
Queensbury
Thornton
Tong

November training 2010

Holy Family
Parkside
St Bede's
St Joseph's College
Aire Valley
Academy