Catch Up Literacy (re-grant)

This page covers the second (effectiveness) trial of Catch Up Literacy, testing a scalable model under everyday conditions in a large number of schools. To read about the first (efficacy) trial - testing whether it could work in schools under best possible conditions - click here.

Catch Up® Literacy is a one-to-one intervention for struggling readers. It is delivered by Teaching Assistants and consists of two 15-minute sessions per week.

EEF Summary

There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support. The EEF funded Catch Up® Literacy because it is a structured intervention that is widely used in schools.

EEF tested whether the programme could have a positive impact on readers during the transition between primary and secondary school. The programme was delivered by its original developers and the pupils involved made two months additional progress in comparison to pupils receiving standard provision. There was also a positive impact on pupils’ enjoyment of writing and the job satisfaction of teaching assistants.

Based on this, the EEF then evaluated a revised model of the programme, which was designed to be delivered to a larger number of schools at the same time, and which was aimed at pupils in years 4 and 5, rather than pupils moving from primary to secondary school. This second study found no evidence that Catch Up® Literacy had an impact on pupils’ reading comprehension outcomes when compared to ‘business as usual’ teaching practice. The less promising result may be due to the changes introduced to programme after the first evaluation.

There is mixed evidence across the two trials of Catch Up Literacy. Due to the lack of impact in the second trial, the EEF will be removing Catch Up Literacy from the list of promising projects. There remains strong evidence that one-to-one tuition is an effective way of improving literacy attainment, and the EEF continues to be interested in TA-led structured interventions.
Research Results

<table>
<thead>
<tr>
<th>Outcome/Group</th>
<th>Impact - the size of the difference between Catch Up Literacy (re-grant) pupils and other pupils</th>
<th>Security - how confident are we in this result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension</td>
<td>0 Months' Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading comprehension (everFSM)</td>
<td>-2 Months' Progress</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Were the schools in the trial similar to my school?

- There were 156 schools in the trial, located in the North East, Brighton, Cumbria, Grimsby, Hull & Immingham, Bournemouth and Plymouth
- 120 of the schools were rated ‘Good’ or ‘Outstanding’ by Ofsted
- 50% of the pupils that received the intervention were eligible for free school meals

Could I implement this in my school?

- The programme is available to buy from the charity Catch Up® and is available for a range of ages (6-14)
- Participating schools appoint a member of staff as Catch Up® Literacy Coordinator to coordinate the intervention and to support the TAs. TAs and Coordinators each receive three half-days of training
- Catch Up® Literacy requires schools to commit to off-site training of TAs and the delivery of TA support to individuals rather than groups

Delivered by TAs

Participant group Individuals

Intervention length 1 Year

How much will it cost?

The average cost per pupil per year (averaged over three years) was £53.20. The main costs were the cost of the training and the programme materials.

Cost per pupil £53

No. of Teachers/TAs 2 TAs

Training time per staff member 1 Days

<table>
<thead>
<tr>
<th>Schools</th>
<th>Pupils</th>
<th>Key Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>156</td>
<td>1388</td>
<td>Key Stage 2</td>
</tr>
</tbody>
</table>

Start date September 2016

End date July 2017

Type of trial Effectiveness Trial

For more information, tools & supporting resources, please visit:
http://educationendowmentfoundation.org.uk/
Evaluation Conclusions

1. The project found no evidence that Catch Up® Literacy improves reading comprehension for children in Years 4 and 5 compared to usual teaching practice.

2. Pupils that have ever been eligible for free school meals made two months additional progress compared to similar pupils in control schools. This result is not statistically significant. This means that the statistical evidence does not meet the threshold set by the evaluator to conclude that the true impact was not zero.

3. The intervention was not always delivered as intended. Some schools struggled to resource two one-to-one sessions per week, while in other schools TAs adapted how they delivered individual sessions from what they were taught in the training.