

Catch Up
in partnership with
Educational Psychology and Specialist Support Service

Norfolk Virtual School

Catch Up pilot for Looked After Children 2007-8

Report by Jacqui Worsley Senior Advisory Support Teacher
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CONTENTS

Background to the pilot project	3
What is Catch Up Literacy?	3
The Catch Up organisation	4
Selection of pupils for the pilot project	4
Outcomes of the mid-term testing : data	5
A graph to show gains in reading ages between November and April	5
Case study 1: Danielle	6
Case study 2: Peter	7
A graph to show Peter's progress	8
Further evidence of the success of Catch Up	9
Outcomes of the final testing: data	10
A graph to show increase in reading ages after two terms	10
A graph to show individual gains in reading ages after two terms of Catch Up	11
Difficulties encountered during the pilot project	11
Recommendations	12
Summary and Conclusions	13
Appendices	
Letter to foster carers about the project	
Letter to schools about the project	
Questionnaire adapted for Looked After Children	
Scaling questions for participants	
Schools who participated in the project	
A summary of mid-term data	
A summary of final data : end of intervention testing	
A proforma for reporting outcomes to schools	
Questionnaire for Specialist Support Assistants	
Questionnaire for residential workers and carers	
Questionnaires for school staff	

Norfolk Virtual School – Catch Up pilot 2007/8

Background to the Pilot

In June 2007, Terry Cook (Head of School Performance, Organisation and Inclusion and Head of Virtual School for Children in Care Norfolk Children's Services), Tricia Ciappara (Senior Specialist Lead Teacher for Looked After Children) and Janet Beverley (Educational Consultant to Catch Up), met to discuss the possibility of including Catch Up Literacy as an intervention to help raise achievement for Looked after Children within Norfolk Virtual School.

It was decided that foster carers, specialist support assistants, learning support assistants at Break and the 'Open Doors' project worker would receive Catch Up training, enabling them to deliver Catch Up. Tricia Ciappara (Area Lead Specialist Teacher) and Amanda Roper (Advisory Support Teacher) also joined the training. This training (3 mornings) was delivered by Catch Up approved trainers Sue Walker and Janet Beverley in September 2007.

Six colleagues, four learning support workers from Break, one Specialist Support Assistant and one foster carer, who were unable to attend this initial training, joined training provided by Jacqui Worsley (Senior Advisory Teacher and Catch Up Approved) Trainer) in October/November 2007. This brought the total of trained deliverers to fifteen, of whom eight went on to successfully deliver Catch Up

Evaluations taken from the training suggest that all of the trainees felt that the training was valuable and could be used to benefit Looked After Children. Catch Up was to be used (to sit along side existing OC2 work) within different settings to help raise both self esteem and literacy skills of these learners.

It was agreed during discussions at the Catch Up training management session that Judith Crisp, Specialist Support Assistant with Tricia Ciappara's team, would take on the role of 'Catch Up Coordinator' for the team, in addition to delivering Catch Up directly to the looked after children.

Janet Beverley and Jacqui Worsley would support wherever deemed necessary, working closely with the SSA team to ensure the success of the pilot.

What is Catch Up Literacy?

- structured one-to-one literacy intervention for learners who find reading difficult
- 15 minute individual teaching session delivered twice a week by trained staff (including teachers, teaching assistants and carers)
- targeted to the needs of individual learners
- addresses all aspects of the reading process: word recognition and language comprehension
- grounded in rigorous academic research and proven in schools across the UK
- available as part of a comprehensive training packages for organisations and staff, to support the management and delivery of Catch Up
- offers ongoing support for staff who deliver Catch Up through the Catch Up Community

The Catch Up organisation

Catch Up is a charity that has worked successfully with vulnerable struggling learners within school settings for many years. Its mission statement is to 'address the national problem of underachievement in young people which has its roots in literacy and numeracy difficulties'. As there is increasing evidence to suggest that this success can be replicated within different settings and its aim is to ensure that as many vulnerable learners as possible benefit from Catch Up, the Catch Up organisation was delighted to support the pilot in any way possible.

Selection of Pupils for the pilot project

Due to the very nature of the pilot and the sensitivities surrounding working with such vulnerable learners, the selection of pupils and the logistics of delivering the intervention were not without difficulties. These will be examined more closely later in the report.

26 pupils spanning National Curriculum Year Groups 2-10 were selected as being eligible to benefit from the intervention. Letters outlining the project were sent out to schools and also to carers, together with information about the Catch Up Literacy programme (see Appendices)

In November Judith Crisp began pre-testing the pupils using a standardised reading test (Salford Sentence Revised Reading Test for primary learners, and where possible, NFER for secondary learners).

- Five Specialist Support Assistants (SSAs) within the county LAC team began administering the Catch Up diagnostic assessments in nineteen schools and in November delivery of Catch Up began. The two 15 minute weekly sessions took place in the learner's school as part of the ongoing support for Looked After Pupils. Details of Catch Up sessions were recorded, and meetings with the SSAs were held to discuss and monitor the intervention. This work was supported by Jacqui Worsley and Janet Beverley who attended the SSA meetings.
- Not all SSAs were able to commence Catch Up delivery in November.
- A learning support assistant working in one of the Break homes commenced Catch Up in a local high school in January, supporting a vulnerable Year 7 pupil.
- The two foster carers who attended training were both very positive about the intervention but were unable to sustain delivery of Catch Up due to difficulties surrounding the placements.
- The Learning Support workers from Break who attended Catch Up training were very positive about the programme, but, as stated, only one has been able to use the intervention to date. All have said that they would like to use the Catch Up programme when they are in a position to do so within their setting.
- The Opening Doors Project¹ Coordinator has used the intervention with success and has also submitted her work for accreditation.
- A list of required resources was compiled and these were purchased by the Virtual School. The project was also supported by the School Library Service who provided collections of books for the Break homes.

¹ The project, part financed by the Esme Fairbairn Foundation, aims to encourage library membership and wider reading, to enhance shared reading opportunities for looked after children and their carers, and ultimately to help increase their educational achievement.

Outcomes of the mid-term testing

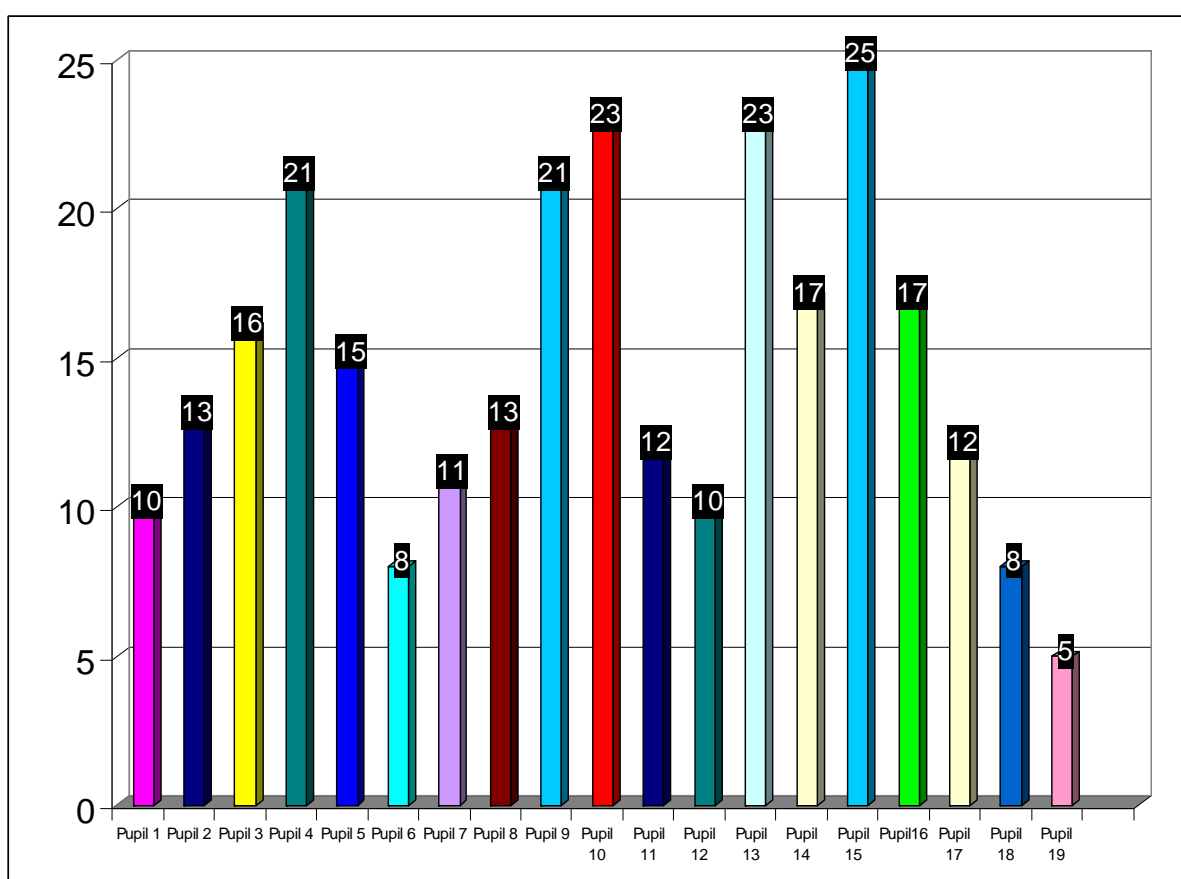
The progress of all pupils was assessed in April 2008 when qualitative and quantitative data was collected. Standardised testing was administered by Judith Crisp, SSA who had also carried out the pre-intervention assessments. Catch Up assessments were administered as appropriate by the SSAs, and consideration was given to keeping testing to the absolute minimum.

Summary of mid-term results

The average gain in reading age from November 07 - April 08 was 14.7 months

The average Ratio Gain² was 2.4.

A graph to show gains in reading ages between November 2007 and April 2008



When consideration is given to the profile of this group of learners, the results seem even more remarkable.

15 pupils (57% of the total sample) have a Statement of Educational Needs, and a further 8 pupils (30%) are at School Action Plus.

Thus 87%+ of these vulnerable pupils have significant learning difficulties

² Ratio Gain (RG) is the gain in reading age made by a pupil on a reading test during a chronological time span, expressed as a ratio of that time span: that is, ratio gain equals reading age in months divided by chronological time in months.

Case studies

Case study 1: Danielle

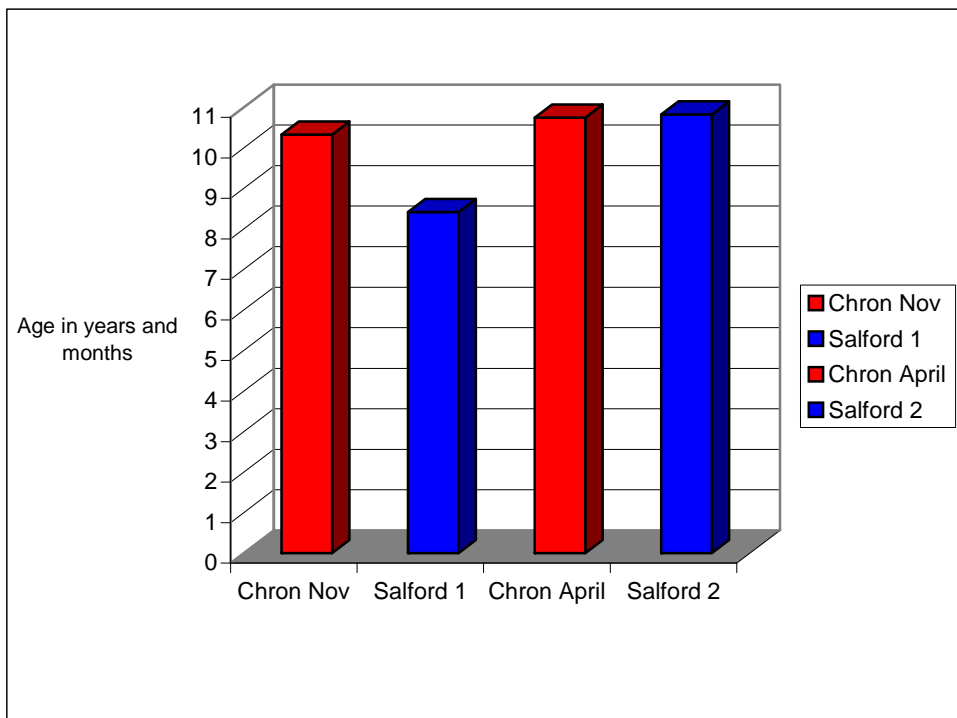
Danielle is a Year 6 pupil in a rural primary school comprising of six classes. According to her carer Danielle has struggled for some time with her reading and up until recently has been reluctant to pick up a book at home.

Danielle has been on the Catch Up programme since November 2007 and has made significant progress with her reading. She received two 15-minute sessions per week, from a Specialist Support Assistant.

After one term of Catch Up her reading age increased by 25 months, as illustrated by the graph in Figure 1

A graph to show Danielle's progress

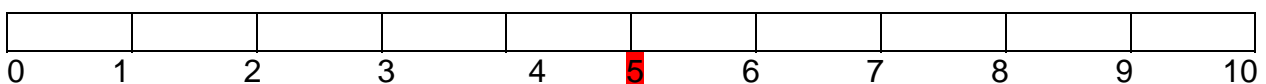
Figure 1



Before the Catch Up sessions commenced, Danielle was asked the following question: "On a scale of 0–10, how easy do you find reading?"

How easy do you find Reading?

November 2007

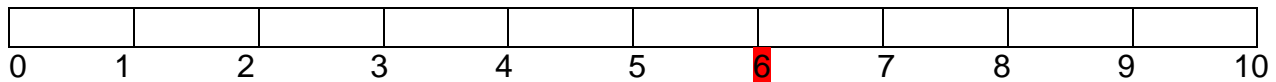


Danielle placed herself at 5.

In June Danielle was asked the same question and this time placed herself at 6

How easy do you find Reading?

June 2008



Danielle said that the Catch Up sessions had helped her “a lot”, adding, “Without Catch Up I would still be at the bottom of the class with my reading.”

“I like to read now. I can read more. I can now read books in class which I was unable to do before.”

When asked about how often Danielle read at home, she replied,

“I read more now. I read in bed at night, which I never did before. I read at home more since I’ve been doing Catch Up.”

Comments from Danielle’s carer:

“We have really noticed a difference since Danielle has been on Catch Up. She will pick up a book now and read for pleasure, whereas before she was reluctant to read. She is more confident now and has come on in leaps and bounds. She has always struggled at school but this year has made so much progress and is full of confidence. It’s good to see her pick up a book or a newspaper. I find reading books under her pillow and she’s recently started writing a diary. I hope she will continue to have Catch Up at the high school in September.”

Comments from Danielle’s class teacher

Danielle is more confident in class now and will join in discussions across the curriculum. She is more confident about expressing herself. She is also more prepared to have a go at writing, but the gap between her oral language and her written language is still a source of frustration to her. However she is now more prepared to write things for herself. She is also more confident in Maths. Danielle will continue to require support with her reading at high school and I hope the Catch Up sessions can be continued there.

Case study 2: Peter

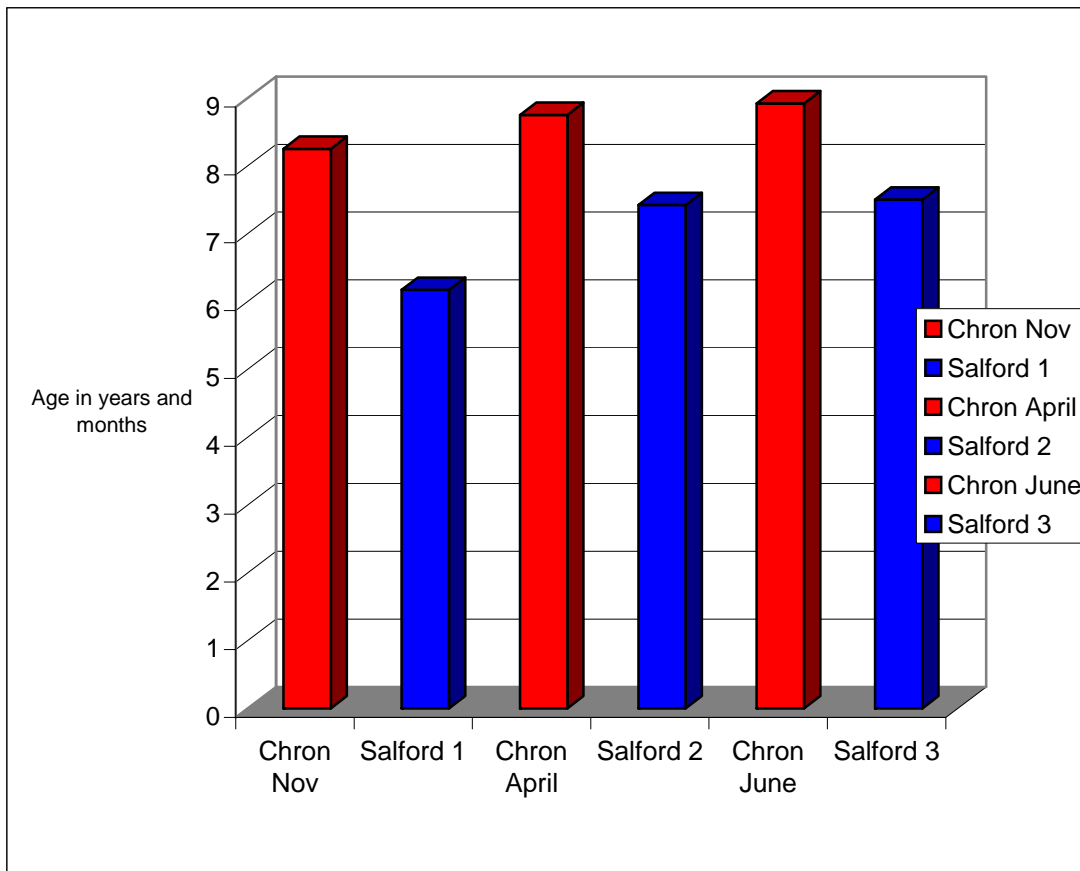
Peter is a Year 4 pupil, currently taught in a Year 3 class in a large rural primary school of more than 300 pupils. Peter has a Statement of Educational Need relating to his significant emotional, learning and behavioural difficulties. He is currently receiving support from both the Bethel Child and Family Centre and the Unthank Family Centre.

Peter has been on the Catch Up programme since November 2007 and has made pleasing progress with his reading. He received two 15-minute sessions per week, from a Specialist Support Assistant.

After seven months of Catch Up his reading age increased by 16 months (Ratio Gain of 2.2), as illustrated by the graph in Figure 2.

A graph to show Peter's progress

Figure 2

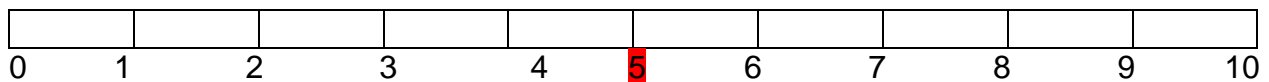


During this period Peter progressed from Catch Up level 7 to Catch Up level 9.

Before the Catch Up sessions commenced, Peter was asked the following question:
 "On a scale of 0–10, how easy do you find reading?"

How easy do you find Reading?

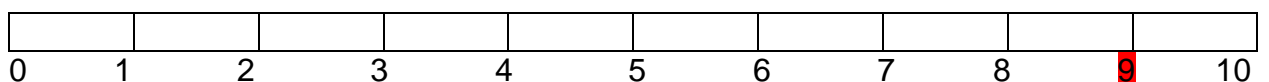
November 2007



Peter placed himself at 5.

How easy do you find Reading?

June 2008



In June Peter was asked the same question and this time placed himself at 9, adding, "I'm really good at reading. I'm finding reading a lot easier"

Also significant is the comparison between November and June to the answers to the following question from the Catch Up Questionnaire:

"What do you think reading is?"

In November Peter answered, "Read the writing and look at the pages."

However, in June he answered, "Reading is fun!"

He also added that he is a member of the school library and his local town library, and that he reads in bed at night.

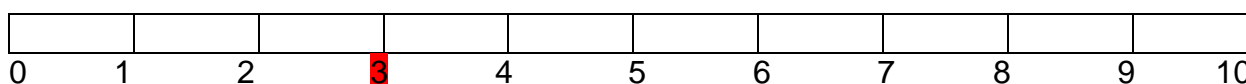
Peter expressed his enthusiasm for the Horrid Henry books and was very keen to read from his book "Horrid Henry tricks the tooth fairy."

Comments from Peter's teachers

Because of his complex needs, Peter can be a challenging pupil to manage in school. This was reflected in Peter's answer to the question "How well do you think you are doing at school

How well are you doing at school on a scale of 0-10

June 2008



Although Peter had put himself at 9 for his reading, he placed himself at 3 in answer to the above question, commenting, "I've been quite naughty. I'm learning not to be naughty. I need to be better at listening."

Peter's teachers are pleased with his progress with reading and in general feel that he is more focused in the classroom now and able to read more independently. The designated teacher for Looked After Children commented, "The progress has been evident in the classroom and has had a positive impact on his capabilities."

His teachers also feel that this progress has helped him in other area of the curriculum. As a result of his progress Peter has been able to make progress with his therapy sessions outside of school.

Evidence of success of the Catch Up programme from the Coordinator of the Opening Doors project, which aims to engage looked after children with reading.

Lisa D'Onofrio (Coordinator of the Opening Doors project) used the Catch Up programme to support a Year 2 pupil in a residential care home, working with him twice a week in the mornings, visiting him on 22 occasions and delivering a total of 14 Catch Up sessions. This pupil had been identified by his teacher as needing support with literacy, having achieved Level 1 in SATs (Reading) in 2006. Lisa reports that Michael looked forward to the Catch Up sessions, and outside of the sessions was more likely to want to pick up a book.

These sessions proved to be a positive experience for Michael, as evidenced by the following comments from the residential care workers

"I have noticed an increase in his motivation to listen to a story ~ he lapped up a story I read to him. This was quite long and probably beyond his ability. He loved it and stayed focussed throughout, this is a change in behaviour." Louise, Behaviour Support Teacher

"He is now more likely to pick up a book"

"He now wants bed time stories and will actively choose a story he wants to listen to"

"We now take it in turns to read at night -he seems to enjoy this"

"He asks more questions about what we are reading and is showing an interest in books"

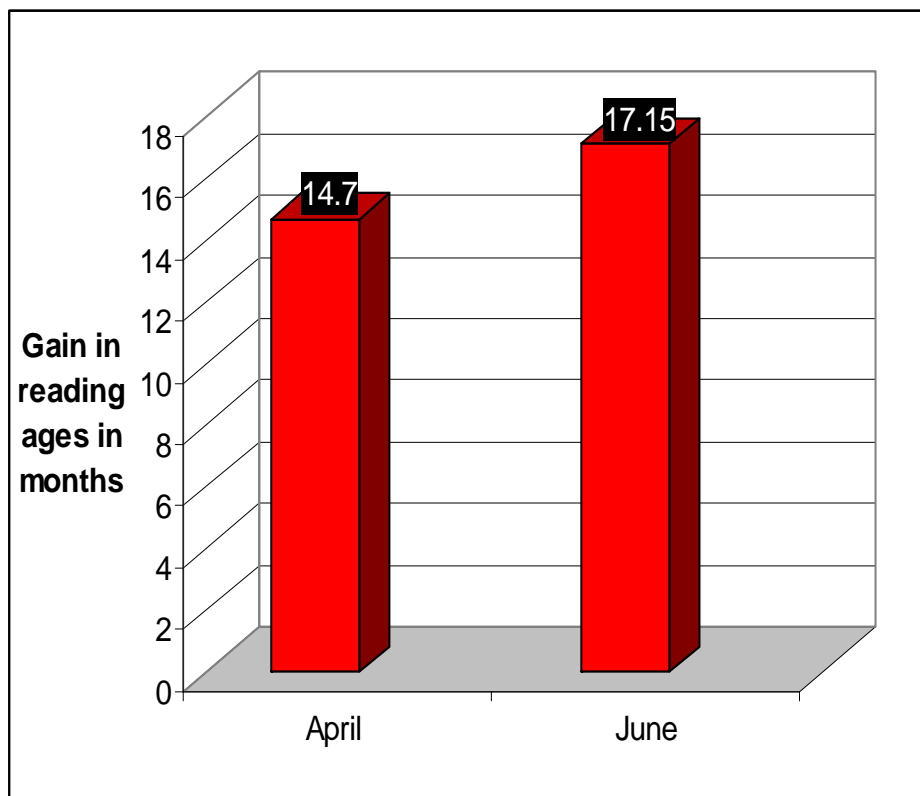
Outcomes of the final testing in June 2008

Post test data

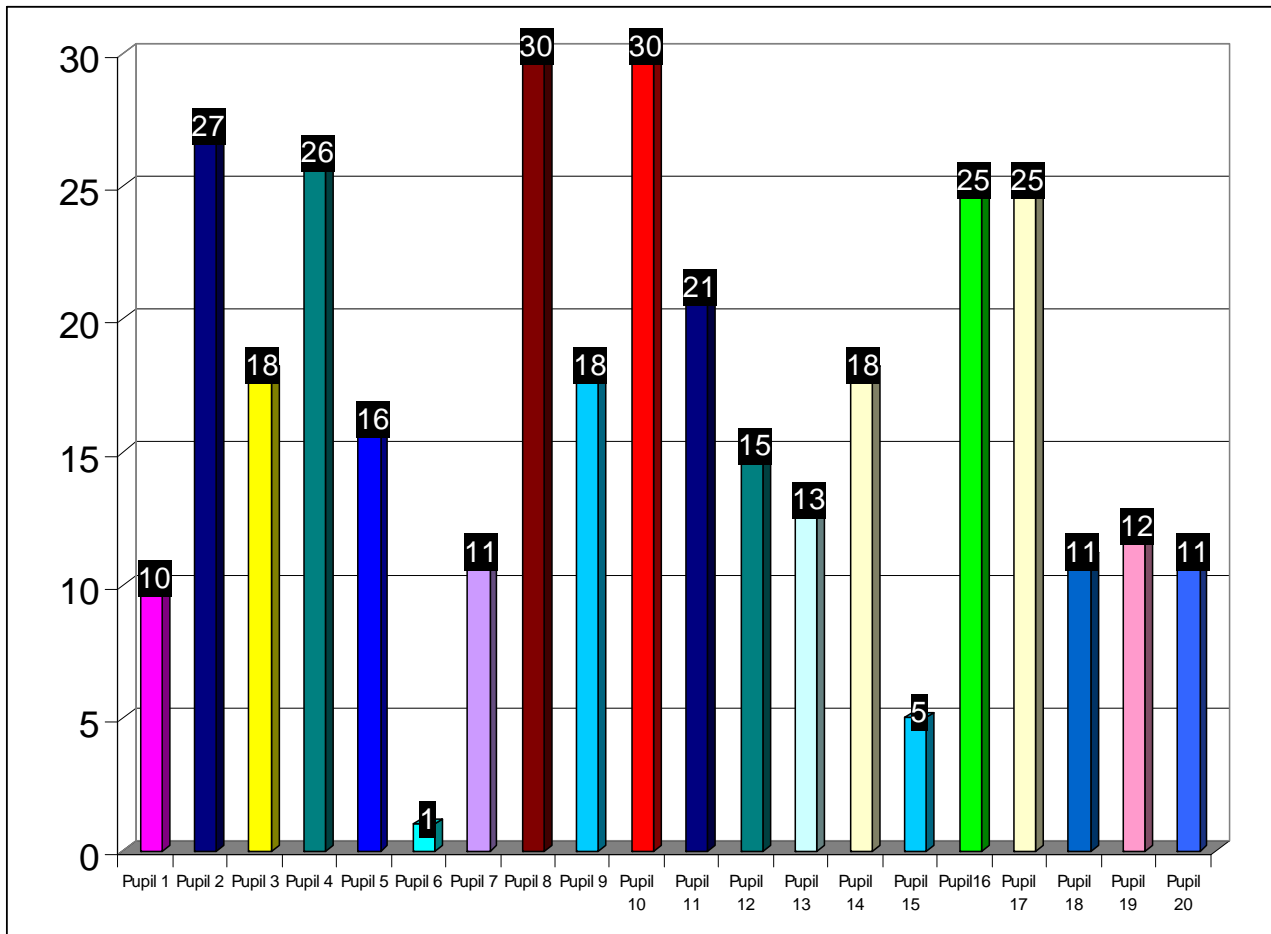
The average gain in reading age from November 07 – June 08 was 17.15 months

The average Ratio Gain was 2.05

A graph to show the increase in Reading Ages after two terms of Catch Up



A graph to show individual gains in reading ages, measured in months, after two terms of Catch Up



The average gain in reading age from November 07 – June 08 was 17.15 months, with some pupils making remarkable progress

Difficulties encountered during the pilot project

A pilot of any description very rarely goes smoothly and the very nature of the setting (as already highlighted) added to the difficulties encountered.

- Staff absence has made management of the pilot, and at one point delivery of the intervention more difficult.
- Attending training and delivering an intervention, in addition to current workloads were initially perceived as difficulties by both management and specialist support assistants.
- There have been both geographic and resourcing implications involved in delivering Catch Up to learners in twenty schools in different parts of the county.
- Although residential workers and foster carers have received training, the project has lacked coordination in these areas. This lack of coordination, together with the lack of availability of learners who would benefit from the intervention in specific settings has not enabled these deliverers to use and hone their skills.

- Only one trainee submitted for OCN accreditation

Recommendations

1. Catch Up is an excellent intervention but if it is to be successful a Catch Up Coordinator may need to be appointed, whose management role would include supporting the work of the Specialist Support Assistants across the county, liaising with schools and carers, monitoring progress and overseeing provision for pupils, and assisting with transition to high school for the Year 6 pupils. The coordinator would need to attend full Catch Up training. Without a coordinator it is not possible for trainees to submit for all of the OCN accreditation units
2. If this pilot is to be replicated or the intervention adopted as a means of helping to raise self-esteem and attainment within the virtual school, a clearer definition of management roles and responsibilities may be needed.
3. Specialist Support Assistants and pupils may benefit from dedicated time for the delivery of Catch Up in schools.
4. In future a Catch Up presentation may help to inform members of the virtual school staff and governors about the intervention.
5. A presentation about the Catch Up programme may also be helpful for those schools who are participating in the programme and who are new to Catch Up.
6. Due to the complexities of placements for Looked After Children it may not always be possible within the virtual school to implement Catch Up as an early intervention strategy. Evidence suggests however, that learners will derive the most benefit from early intervention, and Catch Up has proved to be a highly successful intervention for Year 2 pupils.
7. There should be greater liaison and support for carers, and the opportunity for Catch Up training for carers could be explored, in addition to running workshops for carers, which focus on ways to support the development of literacy skills.
8. Resources may need to be re-organised and stored in areas which are more accessible to all.
9. Consideration needs to be given to the selection of an appropriate test for Year 6 pupils who may reach the ceiling of the Salford Sentence Reading Test, and whose gains are not therefore fully reflected in the final results.
10. Catch Up CD-ROMS have not been utilised as SSAs do not have access to laptops. These resources may help to reinforce and extend the learning.
11. Continued support with Catch Up literacy for Looked After Children entering high schools may help to support transition for this vulnerable group.
12. Consideration may need to be given as to how the Educational Psychologist for the Virtual School can support the project

Conclusions

“The ability to read is the key to educational achievement. Without a basic foundation in literacy, children cannot gain access to a rich and diverse curriculum. Poor literacy limits opportunities not only at school, but throughout life, both economically and in terms of a wider enjoyment of the written word”³

Thus the impact of reading difficulties is far reaching; the links with reading difficulties and social exclusion and disaffection are well known.

“*Every Child Matters*”⁴, the Government’s vision for Children’s Services, sets out five key outcomes essential to well-being in childhood and later life:

- Be healthy
- Stay safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

The vision for Norfolk children is set out in the document “Working Together ~ Every Child Matters”.

Evidence from Catch Up projects both nationally and within Norfolk indicates the effectiveness of Catch Up in supporting vulnerable pupils of all ages who are struggling to acquire literacy skills. The Catch Up diagnostic assessments effectively identify the learners’ strengths and weaknesses, and the unique structure of the reading session together with the nurturing and supportive approach enables pupils to work at their own pace and to make significant achievements.

From an ethical perspective it has not been possible to establish a control group where learners received only existing on-going support and consequently comparisons cannot be made. The learners within this pilot (using Catch Up) have however, made gains with reading ages which are broadly comparable to those expected when using the intervention within a school setting, where additional support of a less structured nature may also exist.

The average gain in reading age between November and June of 17.15 months is a significant achievement when reflecting upon the complex needs of such a vulnerable group of pupils, where 57% hold Statements of Educational Need and 30% have learning difficulties identified at School Action Plus of the Code of Practice. A number of these pupils also have significant emotional and behavioural difficulties. Perhaps even more importantly, gains in confidence and self- esteem are widely reported.

The Catch Up programme clearly has an important contribution to make in helping to raise standards in reading, to improve pupils’ wider well-being and promote inclusion. These results are very encouraging and strongly suggest that with the implementation of the recommended modifications within the delivery structure⁵ Catch Up could prove to be a very valuable way forward within the virtual school in raising attainment amongst Looked After Children.

³ “Teaching Children to Read” report by House of Commons Education and Skills Committee 2004-5 published March 2005

⁴ Every Child Matters: Change for Children in Schools DfES 1089/2004

⁵ See Recommendations on page 12 of this report

Appendices

Appendix 1: Letter to carers

Catch Up/ Looked After Children Project

Dear Carer

We are writing to let you know that the child/young person in your care is being considered for inclusion in a literacy project which is being set up by Norfolk Children's Services in partnership with Catch Up. The aim of this project is to help to raise the attainment of Norfolk's children and young people who are looked after.

Children who are selected will receive two additional individual literacy sessions per week. These will take place in school, delivered by specially trained Specialist Support Assistants, over a period of approximately two terms. Catch Up, an evidence based, successful literacy intervention, will be used in these sessions and progress will be carefully monitored.

If you would like to talk to somebody about this project please don't hesitate to contact either:

Tricia Ciappara Senior Specialist Lead Teacher for Children Looked After in Norfolk
(01603 430336)

Or

Janet Beverley Educational Consultant, Catch Up (01842 752297)

Or

Jacqui Worsley
Senior Advisory Support Teacher
Educational Psychology and Specialist Support Service
(01603 671438)

Yours sincerely

Jacqui Worsley
Senior Advisory Support Teacher
Catch Up Approved Trainer

Appendix 2: Letter to head teacher

To
Head teacher and
Designated Teacher for
Looked After Children

Catch Up Literacy for Looked After Children

Dear (insert name of head teacher)

We are writing to let you know that the children/young people in your school who are looked after are being considered for inclusion in a literacy project which is being set up as a part of a Government pilot, by Norfolk Children's Services in partnership with Catch Up. The aim of this project is to help to raise the attainment of Norfolk's children and young people who are looked after.

Children who are selected will receive two additional 15 minute individual literacy sessions per week, delivered by Specialist Support Assistants, over a period of approximately two terms. Catch Up, an evidence based, successful literacy intervention, will be used in these sessions and progress will be carefully monitored.

A Specialist Support Assistant from the Educational Psychology and Specialist Support (LAC) Service will contact you shortly to arrange a visit to your school to discuss the project further. We hope that you will be able to support this pilot.

Yours sincerely

Jacqui Worsley

Senior Advisory Support Teacher
Catch Up Approved Trainer

Tricia Ciappara

Specialist Lead Teacher for
Children Looked After in Norfolk

ASSESSMENT 1: Reading interview

Date:

1	Do you like reading?
2	Do you have any books?
3	Do you read in your spare time?
4	What do you like to read?
5	What do you think reading is?
6	Do you think it is important to be able to read? Why?

7	How do you feel if someone asks you to read out loud?

8	Why do you think some people find reading difficult?

9	If you had a friend who could not read, what would you tell them they needed to do?

10	How easy do you find reading (out of 10)?

Appendix 4: Additional questions for the pre and post pupil questionnaires

11. How well are you doing at school on a scale of 0 -10?

0	1	2	3	4	5	6	7	8	9	10
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12. How good are you at Reading on a scale of 0 -10?

0	1	2	3	4	5	6	7	8	9	10
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Appendix 5: Schools participating in the LAC Virtual School pilot

	School	Area	Number of pupils
1	Bure Valley	North	1
2	Caister Middle	East	1
3	Edward Worlledge	East	1
4	Fairstead Primary	West	2
5	Fakenham Primary	North	1
6	Flegg High	East	1
7	Heartsease High	Central	1
8	Hewett High	Central	1
9	Holt Primary	West	1
10	Hoveton St. John	North	2
11	Martham	East	1
12	Mileham Primary	North	1
13	Salhouse Primary	North	1
14	Springwood High	West	1
15	St Clements High	West	3
16	Stalham Junior	North	2
17	Tivetshall Primary	South	1
18	Tuckswood Primary	Central	2
19	Whitton Green P	Suffolk	1
20	Wroughton Middle	East	1

Appendix 6: Summary of mid-term data

A table to show gains in reading age after 6 months. April 08 Mid-term testing

	Name	NCYG	COP	Salford 1 November07	Salford 2 April 08	Gain in reading age after six months	Ratio Gain
1	Molly	3	SA	5y 6m	6y4m	10 months	1.6
2	Alice	4	SA	7y 11m	9y 0m	13 months	2.1
3	Kyle	3	Statement	5y 7m	6y 11m	16 months	2.6
4	Luke	3	Statement	5y 8m	7y 5m	21 months	3.5
5	Paul	3(4)	Statement	6y 2m	7y 5m	15 months	2.5
6	Grant	6	Statement	6y 4m	7y 0m	8 months	1.3
7	Shannon	6(7)	Statement	9y 7m	10y 6m*	11 months	1.8
8	Bonney	9	Statement	6y 4m	7y 5m	13 months	2.1
9	Damien	6	Statement	7y 1m	8y 10m	21 months	3.5
10	Matthew	6(7)	Statement	5y 6m	7y 5m	23 months	3.8
11	Andy	3	Statement	4y 4m	5y 4m	12 months	2
12	Katie	3	SA+	4y4m	5y 2m	10 months	1.6
13	Zara	3	SA+	4y 6m	6y 5m	23 months	3.8
14	Lee	7	Statement	6y 6m	7y 11m	17 months	2.8
15	Danielle	6	SA+	8y 5m	10y 6m*	25 months	4
16	Marcus	6	SA+	8y1m	9y 6m	17 months	2.8
17	Seran	6	SA+	9y 3m	10y 3m	12 months	2
18	Daniel	6	Statement	4y 6m	5y 2m	8 months	1.3
19	Charles	6	Statement	8y 0m	8y 5m	5 months	0.8

Appendix 7: Final data

A table to show overall gains in Reading Age June 2008 Final testing

	Name	NCYG	COP	Salford 1 November	Salford 2 April	Salford 3 June	Overall gain	Ratio Gain
1	Molly	3	SA	5y 6m	6y4m	6y 4m	10 months	1.3
2	Alice	4	SA	7y 11m	9y 0m	10y 2m*	27 months	3.3
3	Kyle	3	Statement	5y 7m	6y 11m	7y 1m	18 months	2.2
4	Luke	3	Statement	5y 8m	7y 5m	7y 10m	26 months	3.2
5	Paul	3(4)	Statement	6y 2m	7y 5m	7y 6 m	16 months	2.0
6	Grant	6	Statement	6y 4m	7y 0m	6y 5m	1 month	0.1
7	Shannon	6(7)	Statement	9y 7m	10y 6m*	10y 6m*	11 months	1.3
8	Bonney	9	Statement	6y 4m	7y 5m	8y 1m	30 months	2.6
9	Damien	6	Statement	7y 1m	8y 10m	8y 7m	18 months	2.2
10	Matthew	6(7)	Statement	5y 6m	7y 5m	8y 0m	30 months	3.7
11	Andy	3	Statement	4y 4m	5y 4m	6y 1m	21 months	2.6
12	Katie	3	SA+	4y4m	5y 2m	5y 7m	15 months	1.8
13	Zara	3	SA+	4y 6m	6y 5m	5y 7m	13 months	1.6
14	Lee	7	Statement	6y 6m	7y 11m	8y 0m	18 months	2.2
15	Adam	7	Statement	6y 11m	7y 2m	7y 4m	5 months	0.6
16	Danielle	6	SA+	8y 5m	10y 6m*	10y 6m*	25 months	3.1
17	Marcus	6	SA+	8y1m	9y 6m	10y 2m	25 months	3.1
18	Seran	6	SA+	9y 3m	10y 3m	10y 2m*	11 months	1.3
19	Daniel	6	Statement	4y 6m	5y 2m	5y 6m	12 months	1.5
20	Charles	6	Statement	8y 0m	8y 5m	8y 11m	11 months	1.3
21	Michelle	7	SA+	7y 1m				
22	Benjamin	6	Statement					
23	Ebony	5	Statement					
24	Megan	10	SA+					
25	Lauren	7	-	10y 2m*	10y 6m*	-		
26	Josh	7	SA+	10y 2m*	10y 6m*	-		

Appendix 8: reporting outcomes to schools

Catch Up Literacy Project for LAC 2007-2008

Educational Psychology and Specialist Support Service in Partnership with Catch Up

End of intervention summary

Name of pupil:

School:

	Pre- test November 2007	Mid-term testing April 2008	Final testing June 2008
Reading Age [Salford Sentence Reading Test]			
Number of key words			
Catch Up Level			

Specialist Support Assistant:

Date

Appendix 9: Questionnaire for Specialist Support Assistants

Catch Up Pilot project for Looked After Children 2007 – 2008

Questionnaire for Specialist Support Assistants

Many thanks for taking the trouble to complete this questionnaire which will provide us with valuable information and help us to improve our training and support for Looked After Children.

1. Did you enjoy using Catch Up with your pupil(s)?
.....
2. Did the learner(s) enjoy the sessions?.....
3. How many sessions did you deliver each week?.....
4. At what time of day did you deliver Catch Up?.....
5. Did your learner(s) make progress throughout the intervention period?.....
6. Did your learner display any change in attitude towards reading/ learning throughout the intervention period?.....
.....
7. In addition to the assessment data, what other evidence do you have of pupil progress? For example, any comments from school staff, carers, or the learner?
.....
.....
.....
8. What do you consider to be the benefits of using the Catch Up programme with Looked After Children?.....
.....
9. Are there any changes/improvements you would wish to suggest in the light of your experience during this pilot project?
.....
10. Additional comments.....

Appendix 10: Questionnaire for residential workers and carers who undertook the Catch Up training

Questionnaire for Foster Care Workers and Residential Care Workers

Many thanks for taking the trouble to complete this questionnaire which will provide us with valuable information and help us to improve our training and support for Looked After Children.

1. Have you had the opportunity to deliver Catch Up literacy sessions since the training?.....

1a Did you submit your work for the OCN accreditation?.....
If your answer is NO ~ is there a reason why you chose not to pursue this?.....

2. If you have answered Yes to question 1, how many pupils have you worked with?.....

3. If you have not been able to deliver Catch Up sessions, could you give the reasons why this was not possible?

4. Did you enjoy using Catch Up?.....

5. Did the learner(s) enjoy the sessions?.....

6. How many sessions of Catch Up Literacy did your pupils have each week?

7. At what time of day did you deliver Catch Up?.....

8. Did you learner(s) make progress throughout the intervention period?.....

9. Did your learner display any change in attitude towards reading/ learning throughout the intervention period?.....

10 In addition to the assessment data, what other evidence do you have of pupil progress? For example, any comments from school staff, carers, or the learner?.....

.....please continue overleaf

Appendix 11: Questionnaire for the learner and school staff

Questions for the learner.

1. Have you enjoyed the Catch Up sessions?.....
2. Do you think your reading has improved since you have been on the Catch Up Programme?.....
3. Are there any other ways in which you feel the programme has made a difference and has helped you?
.....
.....
4. What did you enjoy most about the sessions?
.....
.....
5. Which of the Catch Up books did you enjoy reading most?.....
6. How often do you read at home now?
.....
7. Has this increased at all since you have been on the Catch Up programme?.....

Questions for school staff

- 1 Do you feel your pupil has benefited since being on the Catch Up programme?
- 2 Please comment on the progress that your pupil has made?
1. In addition to the improvements with reading, is there anything else you have Noticed?
2. In what ways has progress with reading been evident in class?
3. Have members of your school staff received Catch Up training and do you use this intervention in your school?

Appendix 12: Questions for carers of pupils on the programme

Questions for carer(s)

4. Do you feel that’s reading has improved since being on the Catch Up programme?

5. Please comment on any other areas of progress you have noticed.
.....
.....
- 3 How do you support’s reading at home?
.....
- 4 Has’s attitude to reading changed since she has been having Catch Up sessions?
.....

5. Do you visit the library with?

6. Would you be interested in participating in Catch Up training if this could be made available to you?
.....

7. Are there any further comments you wish to make, or questions you would like to ask?

