

Pilot Evaluation Summary	
Intervention Developer	Catch Up®
Delivery Organisations	Catch Up®
Evaluator	National Institute of Economic and Social Research and Institute for Employment Studies
Principal Investigator	Claudine Bowyer-Crane
Protocol Author(s)	Claudine Bowyer-Crane, Anneka Dawson, Ceri Williams and Becci Newton
Pilot Intervention Recipients	The intervention will be delivered to N = 50 looked after children (LAC) in Year 5 and 6 by their foster carer/kinship carer
Pilot Evaluation Participants	The evaluation is delivered by foster carers/kinship carers (approximate N = 50) to an individual foster child in their care. Catch Up® Literacy trainers will also take part in the evaluation via interviews.
Number of Pilot Sites	The intervention is delivered in the home and therefore the number of sites equates to the number of families (approximate N = 50).
Protocol Date	1 st Nov 2021 (registered 08.12.21 10.17605/OSF.IO/93Z7E)
Version	1

Summary

This document outlines the pilot evaluation of Catch Up® Literacy.

This project is an evaluation of the Catch Up® Literacy intervention delivered by foster carers and kinship carers in their homes to children in Years 5 or 6. The evaluation is a pilot study including an implementation and process evaluation, and an assessment of the suitability of the proposed outcome measures. The intervention will be delivered between November 2021 and May 2022. The final evaluation report will be submitted in Spring 2023.

Catch Up® Literacy is a reading intervention typically delivered by teaching assistants or teachers in schools. For the purposes of this study any child currently being looked after by a foster carer or kinship carer is eligible to take part as long as they are in Year 5 or 6.

The main aim of the pilot study is to establish the feasibility of delivering Catch Up® Literacy in the home rather than in school, and to test the feasibility of conducting child-level reading assessments online. The study will use surveys and interview data to assess feasibility of delivery. A standardised reading assessment is suggested as the primary outcome measure. Analysis of the interviews will be carried out using a 'framework' approach (adapted from Ritchie and Lewis, 2003) and search for themes and messages based around the research questions. Descriptive analysis will be used for survey data. Analysis of the reading assessment will involve comparing the scores of the sample against standardised norms and looking for floor and ceiling effects.

Background and Problem Statement

This pilot study aims to establish whether a reading intervention designed to improve children's word level reading and comprehension can be successfully delivered by foster carers and kinship carers in the home. Catch Up® Literacy is a reading intervention typically delivered by teaching assistants or teachers in schools. Children receive two 15-minute sessions per week using a book-based approach that allows children to work on both word recognition and language comprehension. The programme is designed for readers aged 6-14 years who are struggling with reading and whose reading age is below their chronological age. Previous trials of Catch Up® Literacy have produced encouraging results and this programme has been identified by WWCS as a *sign of potential* project for improving the outcomes of children in foster care. Typically, LAC show poorer outcomes than their peers who are not looked after. For example, in the Education in England report published by the Education Policy Institute (EPI; 2020) it is reported that "By the time they sit their GCSEs, looked after children are 29 months behind their peers." (page 24). This pilot study will evaluate Catch Up® Literacy delivered directly by foster carers or kinship carers to eligible children in their care. The project aims to establish whether the intervention can be successfully delivered in this way. The intervention itself has not been changed but the mode of delivery is different. For example, rather than being carried out in schools by teachers or teaching assistants, the intervention will be delivered by foster carers and kinship carers. In addition, the target age group is different, with the children in this study aged 9-11 years of age (Years 5 and 6). We will look at the implementation and process of delivery to establish any barriers/facilitators to delivering the intervention using this approach. We will also assess the feasibility of collecting the proposed primary outcome measures remotely.

Intervention and Theory of Change

Intervention: What will be implemented?

Catch Up® Literacy is a reading intervention designed to be delivered to struggling readers aged 6-14 years of age in a school environment. In the current context, the intervention will be delivered by foster carers/kinship carers of children in Year 5 and 6 (age 9-11) in their own homes.

Recipients: Who is taking part?

Local Authorities and Independent Fostering Associations will identify foster carers/kinship carers in their areas who are looking after children eligible to take part in the pilot i.e. children in years 5 or 6. All foster/kinship carers who have a child in Year 5 or 6 are eligible. One foster/kinship carer per household will receive the training but carers can deliver to more than one child in their household if they wish after training. Foster/kinship carers will decide on a target child to consider when completing the surveys, but all children will complete the reading assessment. No additional materials or books will be provided if more than one child is receiving the intervention.

Rationale: What is the theory behind the intervention?

Participating foster carers/kinship carers will be trained by Catch Up® to deliver the Catch Up® Literacy intervention in their home. The intervention comprises two x 15-minute sessions per week for 19 weeks. Each session is structured as follows: prepared reading (3 mins), learner reads and text is discussed (6 minutes) and linked writing (6 minutes). Training will be conducted online in 3 x 2 hour sessions. Carers will be trained to:

- Carry out the Catch Up® Literacy assessment for learning
- Select appropriate books for the learner to read
- Deliver two 15-minute individual sessions per week, each of which following a clear structure
- Implement ongoing monitoring to help the learner progress.

Each carer will also receive ongoing support through the Catch Up® Community, with regular online group support sessions, newsletters, email and telephone support and access to online resources. Carers also receive a set of new books to use in the sessions.

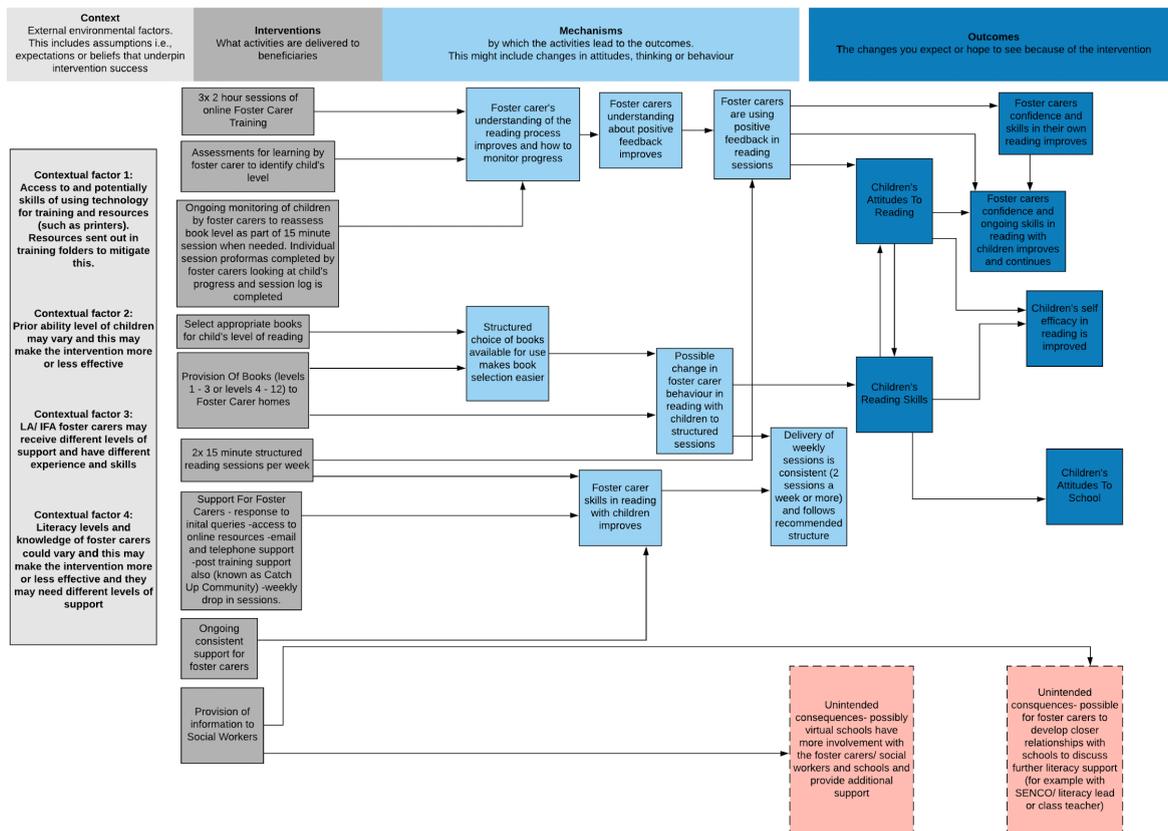
Participating children will receive two x 15 minute individualised reading sessions per week.

The logic model for the intervention is given below in Figure 1. This provides the context for the intervention, the activities and mechanisms, and the intended and potential unintended outcomes. The connections illustrated in figure 1 are complex but in summary, we expect the input from Catch Up® to result in improved understanding and skills on the part of the foster/kinship carers in supporting the reading development of children in their care. The materials in the form of both books and support from Catch Up® will enable foster/kinship carers to deliver the intervention to the children in their homes. As a result we expect the confidence and skills in both foster/kinship carers' own reading and in reading with their children to increase. In addition, we expect this improvement in understanding, skills and confidence to positively impact both children's own reading ability and their attitudes towards reading, and in turn their attitudes towards school.

Location: The intervention will be delivered by foster carers/kinship carers in the home

Dosage: Foster carers/kinship carers will be trained in December and January 2021. The intervention will then run for 19 weeks with foster carers/kinship carers delivering two x 15 minute sessions per week.

Figure 1 Catch Up Literacy Logic Model



Research questions

The pilot aims to address the following three research questions.

1. **Evidence of feasibility** – Can the intervention be successfully delivered by foster carers/kinship carers in the home?
2. **Readiness for trial** - Is Catch Up® Literacy scalable for a randomised controlled trial?
3. **Cost** - What is the cost per child of delivering the Catch Up® Literacy intervention?

Research question	Indicator	Method
<p>Evidence of feasibility</p> <p><i>Can the intervention be successfully delivered by foster carers/kinship carers in the home?</i></p>	<p>1. Is the Catch Up® Literacy intervention feasible for foster/kinship carers?</p> <ul style="list-style-type: none"> ○ Did carers find the training useful? ○ Did carers have any suggestions for improvements with the training? ○ Was the training the right length and at a convenient time and location? ○ Was the training pitched at the right level for their needs? ○ How much time is the intervention taking each week? ○ How useful are the books provided? ○ Are enough books provided? ○ Are the books provided at the correct level for the children in their care? ○ Did the carers enjoy delivering the sessions with the children? ○ Did the children enjoy the sessions? ○ Did the carers use the intervention materials? ○ Did children recall receiving the intervention? 	<p>Interviews with carers summer 2022</p> <p>Surveys with carers autumn 2021/ summer 2022</p> <p>Interviews with trainers summer 2022</p>

	<ul style="list-style-type: none"> ○ What are the barriers to reading with children and how can they be overcome? 	
	<p>2. Is the Catch Up® Literacy intervention perceived to have positive impacts on children’s reading skills and attitudes to reading as reported by children and foster/kinship carers?</p> <ul style="list-style-type: none"> ○ What are carers’ perceptions of children’s reading confidence at baseline and how has that changed by endpoint? ○ What are carers’ perceptions of children’s reading skills at baseline and how has that changed by endpoint? ○ How much do children enjoy reading? ○ How much do children enjoy school? ○ How much time do children spend reading? ○ Have there been changes in children’s engagement with school? ○ What are carers’ perceptions of 	<p>Interviews with carers summer 2022</p> <p>Surveys with carers autumn 2021/ summer 2022</p> <p>Surveys with children summer 2022</p>

	<p>children's phonics skills and confidence at baseline and how has that changed by endpoint?</p> <ul style="list-style-type: none"> ○ What are carers' perceptions of children's writing skills and confidence at baseline and how has that changed by endpoint? ○ What are carers' perceptions of children's spelling skills and confidence at baseline and how has that changed by endpoint? 	
	<p>3. Is the Catch Up® Literacy intervention perceived to have positive impacts on foster/kinship carers skills and confidence in reading with children in their care as reported by foster/kinship carers and children?</p> <ul style="list-style-type: none"> ○ What are carers' perceptions of their own reading confidence at baseline and how has that changed by endpoint? ○ What are carers' perceptions of their own reading skills at baseline and how has 	<p>Interviews with carers summer 2022</p> <p>Surveys with carers autumn 2021/ summer 2022</p> <p>Surveys with children summer 2022</p>

	<p>that changed by endpoint?</p> <ul style="list-style-type: none"> ○ What are carers' perceptions of their own confidence at reading with children at baseline and how has that changed by endpoint? ○ What are carers' perceptions of their own skills at reading with children at baseline and how has that changed by endpoint? ○ How much time do carers spend reading on their own and with children and has that changed over time? ○ How much confidence do carers have in selecting appropriate books to read with children and has that changed over time? ○ How much confidence and skills do carers have in supporting children with phonics and has that changed over time? ○ How much confidence and skills do carers have in supporting children with spelling and has that changed over time? ○ How much confidence and skills do carers have in supporting children with writing and has that changed over time? 	
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	<p>4. Are there any unintended or negative consequences of the intervention?</p> <ul style="list-style-type: none"> ○ Have carers had more involvement with the school due to the Catch Up® Literacy intervention? ○ Have carers had more involvement with the social worker or LA due to the Catch Up® Literacy intervention? ○ Have carers had more involvement with the virtual school due to the Catch Up® Literacy intervention? ○ Have there been any unintended or negative consequences of the Catch Up® Literacy intervention on carers? ○ Have there been any unintended or negative consequences of the Catch Up® Literacy intervention on children? ○ Have there been any unintended or negative consequences of the Catch Up® Literacy intervention on trainers? 	<p>Interviews with carers summer 2022</p> <p>Surveys with carers autumn 2021/ summer 2022</p>
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<p>Readiness for trial</p> <p><i>Is Catch Up® Literacy scalable for a randomised controlled trial?</i></p>	<ul style="list-style-type: none"> ○ How much training do Catch Up® Literacy trainers need before delivering the training to carers? ○ How much training do carers receive from Catch Up® Literacy trainers? ○ How do Catch Up® Literacy trainers feel that remote training compares to face-to-face training? ○ How many carers can trainers provide training to at once? ○ How much support do carers need following training? ○ How much did carers adapt the intervention following training? ○ How much trainer time does delivering the training and support take? ○ Are there costs associated with delivering the training and support? ○ Who would pay for the Catch Up® Literacy intervention in the future? ○ Can the primary outcome measures be successfully administered remotely? 	<p>Interviews with carers summer 2022</p> <p>Surveys with carers autumn 2021/ summer 2022</p> <p>Interviews with trainers summer 2022</p> <p>Reading assessment to participating children administered over Zoom in Summer 2022</p>
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Methods

Sample selection and recruitment

All Local Authorities (LAs) and Independent Fostering Agencies (IFAs) across England are eligible and have been contacted by WWCS with initial information about the project. A series of webinars took place with LAs and IFAs to outline the project with an opportunity to ask questions and then recruitment packs were sent out to each of those who had attended the events which contained: a memorandum of understanding (MOU) outlining the responsibilities of the LA/ IFA/ the responsibilities of Catch Up Literacy and the responsibilities of the joint evaluation team, a data sharing agreement with details of what data is being shared, processed, stored and deleted by whom and information sheets for foster/ kinship carers and social workers and consent forms for foster/ kinship carers and social workers. All foster/kinship carers who have a child in Year 5 or 6 are eligible. One foster/kinship carer per household will receive the training but carers can deliver to more than one child in their household if they wish after training. Foster/kinship carers will decide on a target child to consider when completing the surveys but all children will complete the reading assessment. No additional materials or books will be provided if more than one child is receiving the intervention.

All families will be offered the opportunity to take part in the interviews. We are reliant on LAs/IFAs to ensure consent procedures are followed, otherwise we will not be able to access the families or social workers. There will not be additional inclusion or exclusion criteria for taking part in any of the IPE. Every family will be given a £50 shopping voucher after completing training. A second £50 voucher will be provided after completion of the final survey and child level reading assessment.

Surveys will be sent to all foster/kinship carers by email for the foster/kinship carer surveys and also to pass on to children for their surveys. Questions will be pitched using simple language and using images to engage children. Catch Up® Literacy interview requests will try to cover those working in different regions and will be contacted through the Catch Up® Literacy delivery team leads.

All children will be included in the reading assessments at the end of the intervention.

Measures and Data Collection

Data will be collected using the following measures:

Assessment of Reading for Comprehension (YARC; Snowling et al, 2009) – is the primary outcome measure. The YARC measures both prose reading and comprehension. To complete the measure children are asked to read two passages and answer a set of 8 questions after each passage. Having read the first passage children move to a passage that is more or less difficult depending on their performance. The YARC is relatively quick to administer (approximately 15 minutes) and score. The testing will be carried out remotely via Zoom. This testing will be done after school in the foster/kinship carers home with the foster/kinship carer present (or on Saturdays if families prefer) by an independent research company. If necessary, the testing can

be carried out in school with the carer or a teaching assistant present, particularly if families do not have access to the technology needed to have the assessment carried out at home. The test will be delivered remotely to all participating children by an independent research consultancy (Qa Research) in June/July 2022. The tests will be marked by GL Assessment and scores returned to Qa Research who will share them with NIESR.

Attitudes to Reading Survey- This is the secondary outcome measure and will be administered via email survey to foster/kinship carers who can share this with the children in their care (alongside the IPE questions). We will collect the two subscales from the pupil survey used in the previous EEF effectiveness evaluation (Roy et al, 2019). This measure was adapted from a previous Catch Up® Literacy evaluation (Rutt et al, 2015) and consists of three subscales; attitudes to literacy, attitudes to school and self-esteem. We will use only the first two subscales as the third (self-esteem) showed poor reliability in the EEF trial (Roy et al, 2019).

Online survey of children- this will be at the endpoint and cover attitudes towards literacy and school children's experiences of the intervention including their perception of changes in enjoyment of reading and abilities in reading over time. This bespoke survey will take into account that some of the children in the sample may have low literacy skills for their age and therefore we will use easy to complete, engaging and quick questions with graphics and make sure it only takes a maximum of ten minutes to complete. We considered also running this at baseline, but wanted to keep the burden to a minimum for the children especially considering they may be in new placements. Analysis will focus on differences between the groups. Carers will be emailed the survey link to pass on to their children. The survey will be completed by the child online and this could be using a PC/ laptop or phone device by the child. The carer's can choose an appropriate time for the child to complete the survey.

Online survey of foster/kinship carers- baseline and endpoint for all foster/kinship carers so that we can see change over time with our analysis. These bespoke surveys will include questions on their own confidence in reading and their confidence and skills in reading with the children. The endline survey will also include questions on their perceptions of the intervention including, experiences of the training and associated assessment tools, challenges, feasibility and likelihood of continuing the activities. These surveys will take approximately 15 minutes to complete. The surveys will be emailed to the carers and can be completed on digital devices as above.

In-depth interviews with foster/kinship carers- these will enable a detailed discussion with 30 foster carers/kinship carers of their experiences of the full intervention (training and on-going support), implementation, feasibility, perceptions of impacts on themselves and the children and associated monetary and time costs. All carers will be invited and participants will be selected at random from those who consent to be contacted. The interviews will last 30-45 minutes. All interviews suggested for the IPE will be telephone or video call interviews (depending on interviewee preference) to reduce burden and keep the project cost effective. They will be recorded using Microsoft Teams recording if by Video or using a Dictaphone if by telephone. Consent for recording will be requested from the interviewee before this is turned on and repeated for the purposes of the recording

In- depth interviews with (up to 5) trainers of Catch Up® Literacy- these will explore the training and support they have provided to the foster/kinship carers and feasibility of the project on a larger scale. This will include a discussion on how the programme has been adapted from a school context to a foster/kinship carer programme and their perceptions of

feasibility and scalability. Finally, they will discuss monetary and time costs of delivery for the cost evaluation. These interviews will last up to 30 minutes.

In summary, pilot data will be captured through:

Data Collection Method	Sample Size	Collection Timeline
Online survey of carers	Sent out to all (approx. 50) carers	Autumn 2021 (baseline) and Summer 2022 (endpoint)
Interviews with carers	30	Spring/Summer 2022 (midpoint)
Interviews with Catch Up® Literacy trainers	5	Summer 2022 (endpoint)
Online survey of children	Sent out to all (approx. 50) children	Summer 2022 (endpoint)
Reading Assessment with children	All children (approx 50)	Summer 2022 (endpoint)

Analysis

Analysis of the reading assessment will involve comparing the scores of the sample against standardised norms to provide an indication of the performance of our sample against children of a similar age, and looking for floor and ceiling effects.

Analysis of the interviews will be using the ‘framework’ approach (adapted from Ritchie and Lewis, 2003) and search for themes based around the research questions. Transcription services will not be used but researchers will write up their own interviews and then transfer data to the ‘framework’ in an excel matrix with one interviewee per row, and the inclusion of quotations for illustration. We will have at least two researchers undertake the interviews and then discuss initial findings in an emerging findings meeting with the IPE leads at IES to quality assure the analysis process.

Descriptive analysis will be used to look at change over time on questions in the foster/kinship carer surveys. We will also use basic descriptive analysis to look at frequencies of responses for the child survey.

Cost Evaluation (if appropriate)

We will work closely with Catch Up® Literacy and participating families to understand the costs of the intervention. The EEF-funded trials of Catch Up® Literacy found the programme to have a low cost per child. The efficacy trial estimated the cost at £30 per pupil, plus training costs for the teaching assistant of £350. The effectiveness evaluation estimated that cost at £53 per pupil including training but that was averaged over three years. Given that the programme will be run in family's homes with support from Catch Up® Literacy, these costs will need to be revisited. We will aim to identify direct costs involved (e.g. training costs, resources, ongoing support for families). We will also explore whether there may be any hidden costs, particularly for families, within the interviews, and where appropriate, surveys, conducted as part of the IPE. Information on costs will be combined to produce an estimate of cost per child. We would work with Catch Up® Literacy to understand what costs could be considered an upfront cost (for example, training) and what costs would be ongoing e.g. in the case where a foster/kinship carer carries out the programme with other children. We anticipate that the bulk of costs would be upfront costs associated with training and provision of resources. We do not anticipate collecting data on social worker costs as social workers are not directly involved in this intervention and will not collect LA/ IFA costs as they will not be paying towards the interventions (but there may be time costs associated with recruiting the foster/kinship carers and providing the evaluation team with data on the families at the recruitment stage).

Ethics

Ethical approval has been received from the Ethics Committee at the National Institute of Economic and Social Research.

Ethical Consideration	Mitigation
The research involves children and young people under the age of 18	The study involves direct contact with children and young people under the age of 18, and makes use of information on data relating to their contact with and outcomes from the social care system. Fully informed consent will be obtained from the person with delegated responsibility for the child before any data is shared, and before training and intervention takes place. Children and foster carers/kinship carers can withdraw their participation from the study at any time during delivery of the intervention, and can withdraw their data at any time up to the start of data analysis by contacting Claudine Bowyer-Crane at c.bowyer-crane@niesr.ac.uk . Information will come from administrative data provided by the local authority and will

	<p>be received in a non-anonymised form. This is to allow the evaluation team to:</p> <ol style="list-style-type: none"> 1. Pass on the contact details of families in the intervention group to Catch Up® Literacy so that they can deliver the training and support families in delivering the intervention 2. Pass on the contact details of families in both the intervention and waiting control groups to Qa Research so that they can contact families and carry out the assessments 3. Contact families to carry out the IPE <p>The researchers working on the project are highly experienced in working with sensitive data and will adhere to the NIESR Data Security Policy. We will ensure that no individuals can be identified in the evaluation report and in any other outputs arising from the project.</p>
<p>The evaluation will require the use of some personal data</p>	<p>The evaluation will require the use of some personal data, including age of child, date of birth, EAL, emotional and behavioural difficulties, SEND, Disability, and contact details of foster/kinship carers and Catch Up® literacy trainers in order to facilitate the intervention and research. The only personal data to be shared will be the contact details of the foster/kinship carers and Catch Up literacy trainers which will be shared to allow the intervention and evaluation to take place. Our basis for processing these personal data will be public task. All data will be handled in accordance with the NIESR Data Security Policy.</p> <p>The project is being overseen by the Data Protection Officer at WWCS</p>
<p>The evaluation involves collecting data on children's reading ability and attitudes to reading as well as data on foster carers'/kinship carers' experience of delivering the intervention and Catch Up literacy trainers experience of training foster/kinship carers</p>	<p>For all elements of the research, it will be stressed that participants are able to withdraw from the research at any time and do not need to answer any questions they feel uncomfortable with. They will also be given reassurance regarding the confidentiality of the information provided, and that once collected, data will be anonymised in the</p>

	analysis, and no individual or school will be identified in any reporting.
Minimising burden on participants and any potential distress	The evaluation will inevitably place some burdens on participants but foster carers/kinship carers and LA s /IFAs will be informed of what the project entails before agreeing to take part. We will endeavour to design the study in a manner which minimises burdens on participants wherever feasible e.g. by using remote data collection and brief assessment measures.
Data will be shared between multiple parties i.e. WWCS/NIERS/IES/QA Research/Catch Up/LAs and IFAs	Secure data sharing procedures will be used to ensure data is shared safely and there is no risk of data being shared with the wrong parties. A DPIA is currently underway and we are putting a data sharing agreement together which all parties will adhere to.

Data Protection

A full data protection impact assessment (DPIA) has been carried out. A data sharing agreement has been produced and signed between all parties i.e. WWCS (Funder); NIERS (Evaluation Team); IES (Evaluation Team); Qa Research (Evaluation Team); Catch Up® Literacy (Delivery Team) and individual local authorities/independent fostering associations. A data processing agreement is in place between NIERS and Qa Research. The personal data collected will be as follows:

Foster Carer/Kinship Carer:

- Name
- Age
- Gender
- Home Address
- Telephone Number
- Email Address
- Information about dependents
- Responses to interviews and surveys

Child (aged under 13 years):

- Name
- Date of Birth
- Gender
- Borough Council Location

- Child's Social Worker name and ID
- Special Educational Needs
- Disability and/or health information
- Eligibility for Free School Meals
- EAL
- Responses to interviews and surveys

Catch Up® Literacy trainers

- Name
- Email address
- Mobile telephone number
- Responses to interviews and surveys

Social Workers

- Name
- Social Worker ID
- Email address
- Mobile telephone number

Local Authority / Independent Fostering Agency Representatives

- Name
- Email address

In the context of this project, NIESR, IES and WWCS are joint controllers, Catch Up® and each LA/IFA association are independent controllers and Qa Research are data processors for the duration of the evaluation. Upon completion of the evaluation WWCS shall become the sole data controller for all data captured within and associated with the evaluation of the Intervention and the evaluation report. All parties will store and process data in line with the relevant data protection and information security policies for that organisation. All data will be shared using secure/encrypted email, SFTP file transfer, or access to a secure Microsoft Teams site.

The LA/IFA/Catch Up® / NIESR / IES / WWCS and QaResearch legal basis for processing personal data is 'public task' under UK General Data Protection Regulation (GDPR) Article 6.1(e). When data is submitted to the Data Archive, the legal basis for processing personal data is 'public task'. Archiving is for societal benefit and therefore processing is necessary for the performance of a task carried out in the public interest, also known as "public task". The processing of special category personal data and any protected characteristics as specified by the UK GDPR and the UK Equality Act 2010 will be processed for research, archiving and statistical purposes in line with UK GDPR Article 9.2(j).

Personnel

Delivery team

Theresa Rogers- CEO of Catch Up ®

Evaluation Team

Dr Claudine Bowyer-Crane (PI): Dr Bowyer-Crane will have overall responsibility for the project. She has been involved in running RCTs in education since 2004. She has designed and evaluated a number of oral language interventions for young children and is co-author of the Nuffield Early Language Intervention. She is language and communication theme lead for the Better Start Bradford project, designing evaluations for commissioned services.

Becci Newton (Co-I): (Director of Public Policy and Research, IES) is an expert evaluator and will act as the Project Director responsible for quality assurance and delivery. Becci has over 20 years' experience and is a recognised expert on topics including education and skills, young people's transitions and active labour market policy. She leads complex process, critical realist and impact evaluations to provide formative and summative judgements of interventions. She currently heads the Evaluation of the Health-led Employment Trial which is testing whether Individual Placement and Support (IPS) makes a difference to people with mental and/or physical health conditions in primary and community care.

Dr Anneka Dawson (Co-I): has over 14 years experience in education and family research. She currently leads the IES' research on pre-16 education and directs projects including the Flexible Phonics and Tips By Text RCT projects for EEF (both with literacy primary outcomes) and a project with Sutton Trust, and two LAs looking at language interventions in young children. She was formerly the Senior Evaluation Manager at the EEF and worked across over thirty RCT and pilot evaluations. Anneka will help develop the protocol and set-up materials, research instruments, provide quality assurance across all stages of the IPE and report writing.

Ceri Williams (Research Fellow, IES) has over 17 years' social research experience on employment and educational topics including literacy development in the early years, career leaders' training, employment programmes for disadvantaged groups and, use of government department resources in schools. Ceri is a mixed-methods researcher and has managed a number of large-scale projects. She has in-depth knowledge and experience of qualitative methods including case study visits to schools, interviewing pupils, teachers and other staff on a number of projects. Ceri is a qualified teacher, with experience of working in the primary sector and has managed projects for EEF, Teach First, Central London Forward, and Mercers as well as supporting the Class of Covid project for the Sussex Learning Network. Ceri will lead the IPE.

Janine Boshoff (Economist, NIESR): Janine Boshoff is an econometrician with a background in econometric analysis. She has been involved with projects that used linked administrative

and educational data to quantify inequalities in educational attainment for students from disadvantaged backgrounds. She will carry out all analyses with the York Assessment of Reading Comprehension, and provide support with the cost analysis.

Finally, we are working with Qa research – an independent social and market research consultancy. Helen Hardcastle is the field research director and Amy Price is an education research manager. They will be coordinating the remote assessment of children using the YARC.

Risks

This section outlines the anticipated risks that may arise and steps that will be taken to mitigate against these.

Risk	Mitigation
We believe that engaging the foster/kinship carers will be most difficult in this group (who then gatekeep to access to the children).	We recommend using £100 vouchers for taking part in the intervention. We suggest sending a £50 voucher on completion of the training, and a further £50 on completion of the endpoint survey and reading assessment. Likelihood – Medium Impact - High
Remote testing may be challenging with this age group.	Qa will pilot the remote assessment with 2 or 3 10-11 year olds following a training session with an academic experienced in delivering this version of the YARC. We used remote assessments this last academic year in two large scale RCTS for the EEF- Tips by Text and Flexible Phonics which were also both using the YARC but were with children aged between 4 and 6 and this was successful even given the very young age of the children involved so we are confident it will also be possible with older children even those with delayed literacy skills. Likelihood – Low Impact - Medium
To deliver to timeline, recruitment will need to be finished by early November	We are working closely with WWCS, to keep LAs and IFAs up to date at all stages of the project. We have implemented systems to enable efficient and easy completion of all paperwork to minimise burden on LAs/IFAs. Likelihood – High Impact - High

<p>Attrition may be an issue over the course of the intervention with foster/kinship carers finding themselves unable to complete the intervention.</p>	<p>Catch Up® provide regular support to carers who become part of the Catch Up® community. This will help to keep foster/kinship carers motivated and encourage them to complete the intervention. In addition, all foster/kinship carers will receive a £50 voucher on completion of the baseline survey and training, and a second £50 voucher after the completion of endpoint survey and reading assessment. Likelihood – Medium Impact - High</p>
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Timeline

Phase	Timing	Lead
DSAs to be signed and returned to WWCS	By 8 th Nov	WWCS
Data templates with the foster and kinship carers details transferred to NIESR	By 26 th Nov	Evaluation team
Baseline survey completion led by IES	9-29 th November	Evaluation team
Training commences led by Catch Up	From 6 th December - early January	Catch Up®
Foster and kinship carers deliver Catch Up Literacy® with support from delivery team	December 2021- May 2022	Catch Up®
Foster and kinship carer and delivery team trainer interviews	April- June 2022	Evaluation team
Post- test assessment using YARC. Endpoint foster and	June- August 2022	Evaluation team

kinship carer survey and Child survey.		
Analysis (primary and secondary outcomes and IPE)	September- November 2022	Evaluation team
Draft Report	End January 2023	Evaluation Team

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Appendices

Appendix One: Information Sheets and Consent Forms

Carer Information Sheet and Consent Form

We would like to invite you to take part in a study. This leaflet tells you about what will be involved.

What is the study about?

Catch Up® Literacy is an intervention designed to support children's reading outcomes. What Works in Children's Social Care (WWCSC) have funded this evaluation of the Catch Up® Literacy intervention delivered in the home by foster carers/kinship carers to support the reading outcomes of the children in their care. The intervention is being offered to children in Year 5 and 6.

Why have I been asked to take part?

Your local authority/independent fostering association have identified you and your foster child as being eligible to take part in the project.

Do I have to take part?

No. It is up to you. You can say no to being a part of this study. Even if you say yes now, you can change your mind at any time without giving any reason.

What will be involved if I agree to take part?

The aim of this project is to find out whether Catch Up® Literacy can be delivered in the home by foster carers/kinship carers. To do this, you will receive training to deliver Catch Up® Literacy and continued support throughout the delivery. More information about the Catch Up® literacy intervention can be found in the Catch Up® Literacy information sheet.

If you agree to take part in the study, your local authority will share their details with the research team. The research team is made up of researchers from the National Institute of Economic and Social Research and the Institute of Employment Studies. The research team will then contact the family and ask the foster carer/kinship carer to complete an online survey. This will be brief and should take no more than 10 mins to complete.

At the end of the intervention you will be contacted by the Research Team who will arrange to carry out a reading assessment with the foster child. This will be carried out over Zoom and we will ask that the foster carer/kinship carer is present when the assessment takes place. You will also receive another short survey to complete and a link to a survey for the foster child to complete. Finally, we may contact you to take part in an interview exploring their experiences of taking part in the project.

You will be given two x £50 vouchers as a thank you for taking part in the project – the first will be received after completion of the baseline survey and training, and the second after completion of the final survey and reading assessment.

Will my taking part in the study be kept confidential?

All the information we collect about you and your foster child will be stored securely and in strict confidence. Full details about who will have access to your data and how it will be processed are available on our privacy notice. Data will only be shared between the local authority/independent fostering association, the research team and Catch Up® literacy. It will not be shared with any party not involved in the research project. Publications arising from the project will not include any identifiable information. However, if we have concerns that you, your child, or someone else, is at risk of harm then we may tell the relevant services.

What are the possible benefits and risks of taking part?

We hope that the information we get will help to establish whether delivering Catch Up® Literacy via foster carers/kinship carers in the home has a positive impact on children’s reading skills.

We do not think that there will be any risks if you take part.

What will happen if I do not want to carry on with the study?

You are free to withdraw from the study at any time. Any data collected prior to withdrawal will be included in our analysis on legal basis of public task. If you withdraw from the study your identifiable information will be confidentially destroyed. If you have any concerns at any time, or you would like to withdraw, you can get in touch and speak to the lead researcher using the contact details below. Consent for your child to participate in the study and the right to withdraw their participation will lie with their Social Worker unless you have delegated responsibility in which case you will also be sent a consent form for your child.

What will happen to the results of the research study?

We will publish the results in a report available via WWCS. This will be publicly available. You will not be identified in any report/publication.

How can I get more information?

If you have any questions about the study please contact Claudine Bowyer-Crane (c.bowyer-crane@niesr.ac.uk).

If you are happy to take part in this project, please complete the attached consent form and return to your LA/IFA contact

Evaluation of Catch Up®Literacy

Consent Form for Carers

Please tick the boxes

1.	I confirm that I have read and understood this Information Sheet and the Data Privacy Notice for the above study. I have had the opportunity to ask questions.	
2.	I understand that participation is voluntary and that I am free to	

	<p>withdraw at any time without giving a reason. I understand that I can withdraw from the study by using the contact information provided on the information sheet.</p>	
3.	<p>I understand that even if I withdraw from the study, the data already collected from them will contribute to the study under the legal basis of public interest (“public task”) .</p>	
4.	<p>I understand that the data will be collected for this study, and it will not be possible for anyone outside of the Research Team to link my information to the data. All information will be treated in the strictest confidence in accordance with the relevant UK data protection regulations, and used for research purposes only. Confidentiality will be maintained unless there are concerns that I, or someone else, is at risk of harm.</p>	
5.	<p>I understand that any information I give may be included in published documents but where direct quotes are used my identity will be protected by the use of false names (pseudonyms)</p>	
6.	<p>I understand that a copy of this Consent Form will be retained for accountability purposes by NIESR</p>	
7.	<p>I agree to take part in the Catch Up® Literacy evaluation.</p>	

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Name.....
 Telephone Number.....
 Email Address.....
 Signature.....
 Date.....

Social Worker/Person with designated responsibility Information Sheet and Consent Form

We would like to invite a foster family to take part in a study. This leaflet tells you about what will be involved.

What is the study about?

Catch Up® Literacy is an intervention designed to support children’s reading outcomes. What Works in Children’s Social Care (WWCSC) have funded this evaluation of the Catch Up® Literacy intervention delivered in the home by foster carers/kinship carers to support the reading outcomes of the children in their care. The intervention is being offered to children in Year 5 and 6.

Why am I receiving this information sheet?

For children to take part in the study, their registered Social Worker/Carer with Delegated Responsibility must provide informed consent. Foster carers/kinship carers are being asked to consent for their own participation.

What will be involved if I agree for the child to take part?

The aim of this project is to find out whether Catch Up® Literacy can be delivered in the home by foster carers/kinship carers. To do this, the foster carer/kinship carers who consent to take part in the project will receive training to deliver Catch Up® Literacy and continued support throughout the delivery. More information about the Catch Up® literacy intervention can be found in the Catch Up® Literacy information sheet.

If you agree for the child to take part in the study, your local authority will share their details with the research team. The research team is made up of researchers from the National Institute of Economic and Social Research and the Institute of Employment Studies. The research team will then contact the family and ask the foster carer/kinship carer to complete an online survey. This will be brief and should take no more than 10 mins to complete.

At the end of the intervention the foster carer/kinship carer will be contacted by the Research Team who will arrange to carry out a reading assessment with the foster child. This will be carried out over Zoom and we will ask that the foster carer/kinship carer is present when the assessment takes place. They will also receive another short survey to complete and a link to a survey for the foster child to complete. Finally, we may contact the foster carer/kinship carer to take part in an interview exploring their experiences of taking part in the project.

All foster carer/kinship carers will be given two x £50 vouchers to take part in the project – the first will be received after completion of the baseline survey and training, and the second after completion of the final survey and reading assessment.

Will my taking part in the study be kept confidential?

All the information we collect about the foster carer/kinship carer and foster child will be stored securely and in strict confidence. Full details about who will have access to the data and how it will be processed are available on our privacy notice. Data will only be shared between the local authority/independent fostering association, the research team and Catch Up® Literacy. It will not be shared with any party not involved in the research project. Publications arising from the project will not include any identifiable information. However, if we have concerns that the foster carer/kinship carer, foster child, or someone else, is at risk of harm then we may tell the relevant services.

What are the possible benefits and risks of taking part?

We hope that the information we get will help to establish the feasibility of delivering Catch Up® Literacy via foster carers/kinship carers in the home. We do not think that there will be any risks involved for families taking part.

What will happen if I do not want the child to carry on with the study?

You are free to withdraw the child from the study at any time. Any data already collected will continue to be included in the analysis under the legal basis of public task. If you have any concerns at any time, or you would like to withdraw consent for the foster child, you can get in touch and speak to the lead researcher using the contact details below.

What will happen to the results of the research study?

We will publish the results in a report available via WWCS. This will be publicly available. You will not be identified in any report/publication.

How can I get more information?

If you have any questions about the study please contact Claudine Bowyer-Crane (c.bowyer-crane@niesr.ac.uk).

If you are happy to give consent for the child to take part in the study, please complete the attached form and return to your LA/IFA contact.

Consent Form for Social Workers/Carers with Delegated Responsibility

Evaluation of Catch Up®Literacy

Please tick the boxes

1.	I confirm that I have read and understood this Information Sheet and the Data Privacy Notice for the above study. I have had the opportunity to ask questions.	
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2.	I understand that participation of the foster child is voluntary and that they are free to withdraw at any time without giving a reason. I understand that I can withdraw the foster child by using the contact information provided on the information sheet.	
3.	I understand that even if I withdraw the from the study, the data already collected from them will contribute to the study under the legal basis of public interest (“public task”).	
4.	I understand that the data will be collected for this study, and it will not be possible for anyone outside of the Research Team to link the child’s personal information to any of the other data collected for this study. All information will be treated in the strictest confidence in accordance with the relevant UK data protection regulations, and used for research purposes only. Confidentiality will be maintained unless there are concerns that the child, or someone else, is at risk of harm.	
5.	I understand that a copy of this Consent Form will be retained for accountability purposes by NIESR	
6.	I agree for NAME OF CHILD to take part in the Catch Up® Literacy evaluation.	

Name.....
Telephone Number.....
Email Address.....
Signature.....
Date.....



Catch Up® is a not-for-profit charity working to address literacy and numeracy difficulties that contribute to underachievement.

We offer two structured one-to-one interventions, Catch Up® Literacy and Catch Up® Numeracy, proven to significantly improve the achievement of learners who find literacy or numeracy difficult.



Catch Up® Literacy is a structured one-to-one intervention that helps struggling learners achieve more than double the progress of typically developing learners.

The intervention involves two 15-minute individual sessions per week, delivered by trained adults.

Catch Up® will train each foster carer to:

- **Carry out the Catch Up® Literacy Assessments for learning**
 - Discover what the learner can do and where their needs lie
 - Identify the appropriate starting point for each learner
- **Select appropriate books for the learner to read**
 - Books that are appropriate to age and interest
 - Texts containing some challenge, but which are not frustrating
- **Deliver the 15-minute individual session**
 - Two sessions per week, following a clear structure:
 - Prepared reading – 3 minutes
 - Learner reads and the text is discussed – 6 minutes
 - Linked writing – 6 minutes
- **Implement ongoing monitoring**
 - Use the information from the individual sessions to help the learner move forwards

For this 'What Works for Children's Social Care' project, Catch Up® will also provide a selection of new, appropriate books, for use in the individual sessions.

Each trained foster carer will become a member of the Catch Up® Community, and will have access to online resources, regular newsletters, email and telephone support, along with regular online group support sessions.

What have children said about Catch Up® Literacy?

"I used to hate reading in class because I felt everyone was laughing at me because I didn't know simple words. Now I put my hand up to read all the time."

"I can read big books and little books. I can read any books."

Background information and evidence

Designed for use with struggling readers aged 6-14 (rather than beginner readers), Catch Up® Literacy is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age.

Catch Up® Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

Catch Up® Literacy – the evidence

Learners (aged 6 - 14) who received Catch Up® Literacy support for an average of 7 months, achieved an average Reading Age gain of about 19 months. The Reading Age ratio gain* was 2.74. (Data for 3,134 learners from 27 local authorities, 2010. As reported in 'Early intervention to prevent long-term literacy difficulties: the case of Catch Up® Literacy'.)

* A ratio gain of 2 or more is considered 'good impact' (Brooks, 2004)

The impact of Catch Up® Literacy is long lasting

92% of children who received Catch Up® Literacy support at age seven continue to be able to participate fully in the curriculum, along with their peers, at age fourteen.

(Data for 247 children from two local authorities, 2003 and 2010.)

Catch Up® Literacy has impact beyond reading

After receiving Catch Up® Literacy, learners:

- became more self-confident and motivated in class
- felt more confident to write independently
- displayed a much-improved attitude towards English
- displayed a much-improved attitude to other subjects in the curriculum

(Interviews, online attitude test and questionnaires giving information about 505 learners, received from 48 secondary schools across 21 local authorities, 2007.)

Catch Up® Literacy – success stories

Pupil A is the middle of three brothers, currently living with Dad. During his eight months on Catch Up® Literacy, Pupil A received 30 Catch Up® sessions, progressed through three levels, and made 34 months' gain – a ratio gain of 4.25. Pupil A receives Free School Meals and was placed in Local Authority Care with his brothers for a length of time, so has faced disruption to routines.

During Catch Up®, he was identified as having made significant progress in his decoding and comprehension, fluency and spelling skills. The class teacher identified an immense impact on his confidence and attitude, and motivation towards reading in class.

Since Pupil A was part of Catch Up® Literacy, he has volunteered to take part in whole school assemblies. In asking Pupil A what he thought of Catch Up® Literacy, he stated, "I like spending time reading by myself to the teacher. Catch Up® is great fun."

When Child B started Catch Up® Literacy, he had no confidence to read out loud in a class environment, and was reluctant to focus on any reading tasks. He began the Catch Up® intervention with a Reading Age of 7 years and 3 months, which was significantly lower than his Chronological Age of 11 years and 3 months. After 7 months, Child B had made significant progress, not only with his ratio gain but also with his confidence to read in class, often raising his hand and asking to read to others.

Child B finished with a Reading Age of 10 years and 2 months – a ratio gain of 5!

For more information and success stories, please visit: www.catchup.org

Appendix Two

Data Privacy Notice

Catch Up® Literacy

Introduction

You have been invited to participate in a research project testing the impact of a literacy intervention called Catch Up® Literacy. The Catch Up® Literacy project is a collaboration between What Works in Children's Social Care (WWCSC), Catch Up®, the National Institute of Economic and Social Research (NIESR), the Institute for Employment Studies (IES), with Qa Research performing a number of tasks on the collaboration's behalf, and Local Authorities and/or Independent Fostering Agencies. Together, these parties (with the exception of the WWCSC and Catch Up®) are referred to as the 'Research Team' in this Privacy Notice. The data is being processed by all parties in order to ascertain whether the Catch Up® Literacy intervention is an effective means of supporting the educational outcomes of children in foster care.

This privacy notice sets out how the Research Team will collect and use your personal data.

Update: This is a notification that the project has changed as of 18th October 2021. Your personal data will no longer be added to the WWCSC Data Archive and we will not request to review any personal data from the Department for Education National Pupil database. Any reference to either the archive or the national pupil database have been removed. In addition to these changes there will no longer be any randomisation of groups and reference to this has also been removed.

What role will each party play in the research project?

The roles of each party named above are as follows:

- WWCSC are the funders of the project and a joint controller for the research project.
- Catch Up® are responsible for designing the intervention programme, training foster carers/kinship carers to implement the programme, and supporting foster carers/kinship carers while they deliver the programme in their homes. They will be known as an independent controller.
- Local Authorities and/or Independent Fostering Agencies will collect contact information from participants who have consented to take part in the project.
- Qa Research will collect data from children to assess their reading ability and will be a data processor on behalf of NIESR for the research project.
- NIESR and IES are also joint controllers for the research project and will evaluate the impact of the intervention programme on children's outcomes. They will also explore foster carers/kinship carers' perceived impact on children's outcomes, and explore their experiences of the programme; explore children's experiences of taking part in the programme; and explore Catch Up® Literacy trainer's experiences of training and supporting foster carers/kinship carers to deliver the programme.
- NIESR will act as the main point of contact for you throughout the evaluation.

If you have any questions about this privacy notice or if you need to contact any of the organisations mentioned above you can email us on: c.bowyer-crane@niesr.ac.uk or suzanne.anderson@employment-studies.co.uk.

The Research Team deals with and shares your personal data in accordance with a data sharing agreement between the Research Team members. The agreement sets out the purposes for which we may process and share your personal data and our agreement to cooperate to protect your personal data and deal with any requests you may have. We promise to respect your personal information which is under our control and to keep it safe. We aim to be clear when we collect your information about what we will do with it and let you know of any material changes to this notice.

What information do we collect?

We shall be processing the data of several categories of data subject. Please read the section below that is relevant to you:

Foster Carer/Kinship Carer:

- Name
- Age
- Gender
- Home Address
- Telephone Number
- Email Address
- Information about dependents
- Responses to interviews and surveys

Child (aged under 13 years):

- Name
- Date of Birth
- Gender
- Borough Council Location
- Child's Social Worker name and ID
- Special Educational Needs
- Disability and/or health information
- Eligibility for Free School Meals
- EAL
- Responses to interviews and surveys

Catch Up® Literacy trainers

- Name
- Email address
- Mobile telephone number
- Responses to interviews and surveys

Social Workers

- Name
- Social Worker ID
- Email address
- Mobile telephone number

Local Authority / Independent Fostering Agency Representatives

- Name
- Email address

How we collect information

We may collect personal data in a variety of ways and at a variety of times throughout the research study being conducted. Please read the section below that is relevant to you:

Foster Carer/Kinship Carer:

- From your relevant Local Authority or Independent Fostering Association
- From yourself via an online survey sent to you
- From yourself within an online interview with IES researchers which will be recorded

Child (aged under 13 years):

- From your relevant Local Authority or Independent Fostering Association
- From yourself via an online survey sent to you
- From yourself via a reading assessment conducted over Zoom by QaResearch researchers
- From your Foster/Kinship Carer
- From your parent(s)
- From your Social Worker

Catch Up® Literacy trainers

- From your employer (Catch Up®)
- From yourself via an online survey sent to you
- From yourself within an online interview with IES researchers which will be recorded

Social Workers

- From your employer
- From your relevant Local Authority or Independent Fostering Association

Local Authority / Independent Fostering Agency Representatives

- From your employer

What do we do with the information we collect?

Each organisation will use the data for different purposes.

Catch Up®

- To deliver the training to foster carers/kinship carers
- To support foster carers/kinship carers in delivering the intervention programme

NIESR/IES

- To send a Memorandum of Understanding, the participant information sheets, the Data Privacy Notice, project participation consent forms and a data collection template to the LA/IFA representative(s)
- NIESR/IES will match the pupil data to data on pupil outcomes. This will include data from questionnaires and assessments administered as part of the project including a standard assessment of literacy skills and a measure of reading attitudes.
- To contact foster carers/kinship carers about participating in interviews and surveys
- To evaluate the impact and effectiveness of the programme and prepare a report about the project
- To instruct and liaise with independent test administrators from Qa Research

- To contact Catch Up® Literacy trainers for participation in interviews

Qa Research

- To contact foster carers/kinship carers in order to carry out reading assessments with the child participants.
- To coordinate with GL assessment re scoring and return of reading assessments^[OBJ]

What is the lawful basis for processing your personal data?

We will only use your personal data where we have a lawful basis for doing so.

- The Local Authority / Independent Fostering Association/Catch Up® / NIESR / IES / WWCS and QaResearch legal basis for processing personal data is 'public task' under UK General Data Protection Regulation (GDPR) Article 6.1(e).
- The processing of special category personal data and any protected characteristics as specified by the UK GDPR and the UK Equality Act 2010 will be processed for research, archiving and statistical purposes in line with UK GDPR Article 9.2(j).

Who else has access to your information?

The Research Team may disclose your information to third parties in connection with the purposes of processing your personal data set out in this notice. These third parties may include suppliers, research assistants, trusted academic partners and subcontractors who may process information on behalf of the Research Team to carry out such work as administering or scoring tests, undertaking interviews, transcribing interviews and archiving data. In all cases, the Research Team will ensure that these third parties enter into appropriate data processing agreements with us and that they keep your personal data secure and confidential.

We may also disclose your personal information if required by law, or to protect or defend ourselves or others against illegal or harmful activities, or as part of a reorganisation or restructuring of our organisations.

International Transfers

Your personal information will not be transferred outside of the UK.

Security

We take all reasonable steps to protect your personal information and follow procedures designed to minimise unauthorised access, alteration, loss or disclosure of your information. We have put in place procedures to deal with any suspected personal data breach and will notify you and any applicable regulator of a breach where we are legally required to do so.

Data Retention

We will only retain your personal data for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. When it is no longer necessary to retain your personal data, it will be securely deleted.

To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data

and whether we can achieve those purposes through other means, and the applicable legal requirements.

- Qa Research and NIESR will delete any personal data 12 months after the completion of the project.
- IES will delete any personal data six months after the completion of the project.
- Catch Up® will delete any personal data on request from the foster carer/kinship carer.

Your legal rights

Under certain circumstances, you have rights under data protection laws in relation to your personal data, including rights:

- To request access to your personal data: this enables you to receive a copy of the personal data we hold about you and to check we are lawfully processing it
- To request correction of your personal data: this enables you to have any incomplete or inaccurate data we hold about you corrected
- To request erasure of your personal data: this enables you to ask us to delete or remove personal data where there is no good reason for us continuing to process it.
- To object to processing of your personal data: you can object where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground as you feel it impacts on your fundamental rights and freedoms
- To request restriction of processing your personal data: This enables you to ask us to suspend the processing of your personal data
- To request transfer of your personal data
- To object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- Not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you wish to exercise any of the rights set out above in connection with this research project, please

contact c.bowyer-crane@niesr.ac.uk or suzanne.anderson@employment-studies.co.uk

You will not have to pay a fee to access your personal data (or to exercise any of the other rights). However, we may charge a reasonable fee if your request is clearly unfounded, repetitive or excessive. Alternatively, we may refuse to comply with your request in these circumstances.

We may need to request specific information from you to help us confirm your identity and ensure your right to access your personal data (or to exercise any of your other rights). This is a security measure to ensure that personal data is not disclosed to any person who has no right to receive it. We may also contact you to ask you for further information in relation to your request to speed up our response.

We try to respond to all legitimate requests within one month. Occasionally it may take us longer than a month if your request is particularly complex or you have made a number of requests. In this case, we will notify you and keep you updated.

You also have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues (www.ico.org.uk). We would, however, appreciate the chance to deal with your concerns before you approach the ICO, so please contact NIESR/IES in the first instance.

Changes to this Notice

We may change this Privacy Notice from time to time. If we make any significant changes in the way we treat your personal information we will make this clear by contacting all data subjects and ensuring you are provided with an updated version of this Privacy Notice. This Privacy Notice was last modified on 18th October 2021.

Contact details

Name: Claudine Bowyer-Crane

Email: c.bowyer-crane@niesr.ac.uk

Organisation: National Institute of Economic and Social Research (NIESR). NIESR is a company listed by guarantee registered in England, and a registered charity.

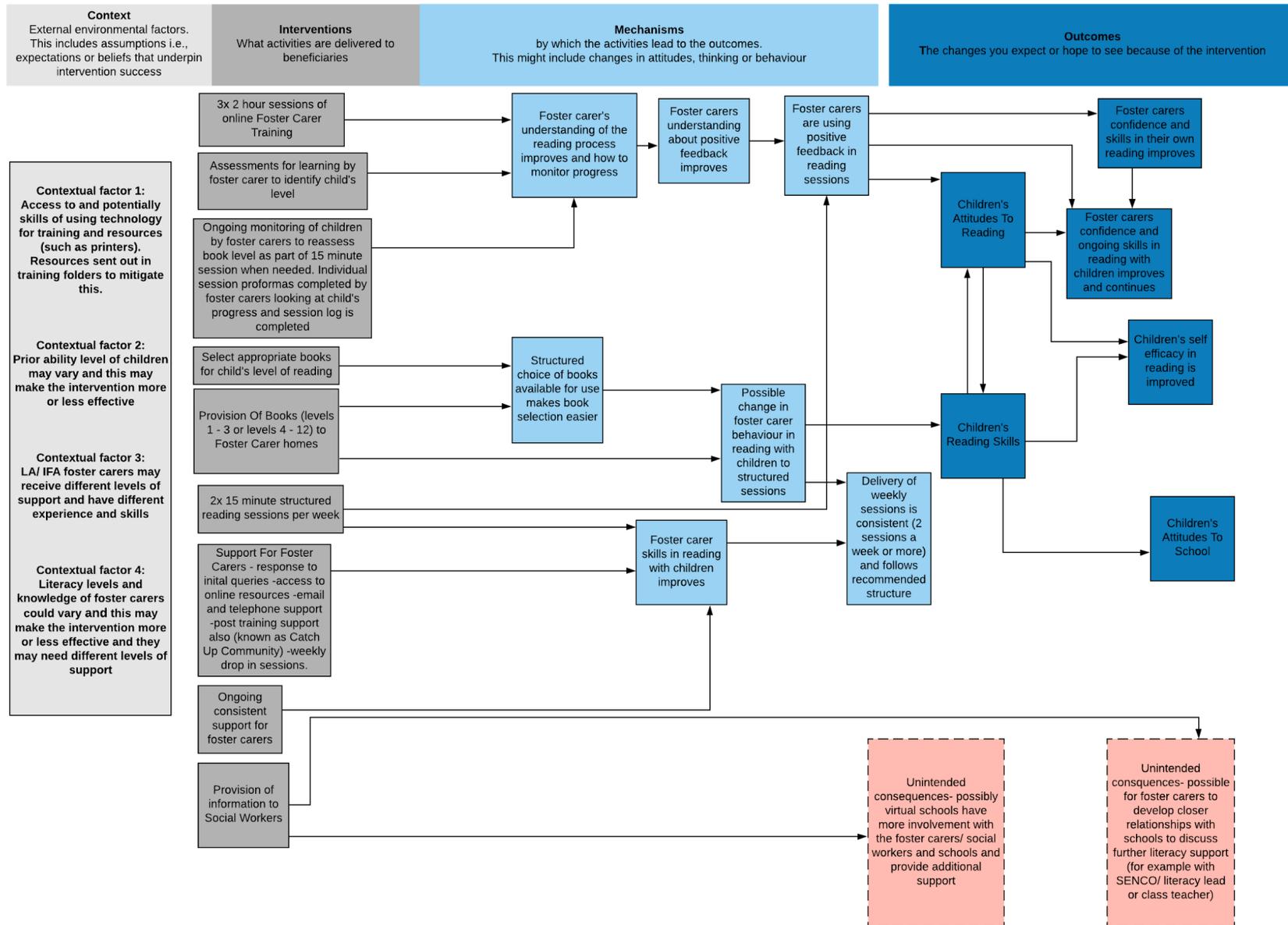
Company Number: 341010

Charity registration number: 306083

Registered office: NIESR, 2 Dean Trench Street, Smith Square, London SW1P 3HE

Appendix Three

Logic Model



Appendix Four

Baseline Survey

Email invitation

Evaluation of Catch Up® Literacy

Dear X

We are contacting you because you are taking part in a project called Catch Up® Literacy which is running between November this year and next summer (2022). The project involves carers reading with the children they look after, using the books and other resources Catch Up® Literacy has provided.

We are from the research team and would like to find out your attitudes towards reading before the project starts. We would like to ask you some questions about how you feel about reading in general. We are also interested in how confident you feel reading with the children in your care who are in Year 5/6. We would also like to know your thoughts on how the children in your care get on with the reading.

We would be very grateful if you could fill out a short survey which should only take 10 minutes to complete.

All answers are entirely confidential. Your data will be held securely in accordance with the Data Protection Act 2018/GDPR and only accessed by the research team at the Institute for Employment Studies (IES). Your employer, or any other third parties, will not see your responses. This information will be used for research purposes only as part of the evaluation. All data will be deleted six months after the end of the evaluation. You can withdraw your data at any point by contacting the research team (details below).

The last day to complete the survey will be COMPLETE AS APPROPRIATE.

Thank you in advance for taking the time to fill out our survey.

If you have any questions about the survey or the evaluation, please contact the research manager at IES, Ceri Williams: ceri.williams@employment-studies.co.uk

Further details about how data is used in this research can be found in the [link to carer's PN]

Please click on the following link to open the survey:

If you need to change your answers to any page on the survey at any point, you can use the 'Reset' button at the bottom of each page. This will only reset that particular page of answers.

About You

1. How long have you been a foster carer or kinship carer? (Please tick the box that best describes how long you have been a carer, including any breaks)

- a. Less than 1 year
- b. 1-4 years
- c. 5-9 years
- d. 10 years or more

2. How many children do you foster at present? (Please select one response):

- e. 1
- a. 2-3
- b. 4 or more
- c. None

3. How many other children live in your home (up to 18)? (Please select one response):

- a. 1
- b. 2-3
- c. 4 or more
- d. None

4. If yes for 2 or 3

Did any of these children start Year 5 (9-10) or Year 6 (10-11) in September 2021?

- a. Yes, one child
- b. Yes, more than one child
- c. No

5. What is your highest qualification? (please select one response):

- a. Entry level 1-3 qualifications
- b. Level 1 functional skills/ GCSE grades D-G
- c. GCSE grades A*-C/ NVQ Level 2/ Intermediate apprenticeship qualifications or equivalent

- d. A level/ AS level/ Advanced apprenticeship/ International Baccalaureate or equivalent Level 3 qualification
- e. CertHE/ higher apprenticeship/ HNC or equivalent Level 4 qualification
- f. Foundation degree/ Level 5 NVQ/ HND or equivalent
- g. Degree with honours/ degree apprenticeship or equivalent Level 6 qualification
- h. Postgraduate certificate/ Master's degree/ Doctorate of equivalent
- i. Other, please specify

[New page]

Your reading habits

Now we would like to ask you about **your** reading habits.

6. How often do you read yourself in a 'normal' week? *(This includes hardback/paperback books, newspapers, magazines, journals and electronic books).*

- a. Everyday
- b. Six times a week
- c. Five times a week
- d. Four times a week
- e. Three times a week
- f. Twice a week
- g. Once a week
- h. Never
- i. Other – please specify

If they read (q6a-g)

7. Do you mostly read for work or pleasure?

- a. Work only

- b. Pleasure only
- c. Both

8. How confident would you say you are as a reader?

(Please write a number on a scale of 0 -10 with 0 Not confident to 10 being Extremely confident)

Write a number in the box (from 0 to 10)

9. Do you consider yourself to be a good reader?

(Rate how well you understand what you are reading and whether you could tell someone else about what you are reading).

Please write a number on a scale of 0 -10 with 0 'I struggle with reading' to 10 being 'I am very good at reading[MR5]')

Write a number in the box (from 0 to 10)

New page

Reading with the children in your care

We would now like you to tell us about reading with the children in your care. Please only tell us about the child who is currently in Year 5 or Year 6 at school (from September 2021).

10. How often do you read **to** them at the moment? *(This includes hardback/paperback books, newspapers, magazines, journals and electronic books).*

In a 'normal' week, I would read **to** them:

- a. Everyday
- b. Six times a week
- c. Five times a week
- d. Four times a week
- e. Three times a week
- f. Twice a week
- g. Once a week
- h. Never
- i. Other – please specify

11. How often do you read **with** them at the moment? *(This includes hardback/paperback books, newspapers, magazines, journals and electronic books).*

(This could mean the child reads the whole time or some of the time when you take turns).

In a 'normal' week, I would read **with** them:

- a. Everyday
- b. Six times a week
- c. Five times a week
- d. Four times a week
- e. Three times a week
- f. Twice a week
- g. Once a week
- h. Never
- i. Other – please specify

If read *with* them (Q11a-g)

12. How confident do you feel reading with them?

(Please write a number on a scale of 0 -10 with 0 Not confident to 10 Extremely confident)

Write a number in the box (from 0 to 10)

13. Do you think you have the skills necessary to read with them?

(Please write a number on a scale of 0 -10 with 0 No skills to 10 Extremely skilled)

Write a number in the box (from 0 to 10)

If feel have low skills (Q13 0 to 4)

14. Why do you say that?

Open text answer

15. Do you think you have the right skills to assess what the child in Year 5 or 6 can and can't do in their reading?

(Please write a number on a scale of 0 -10 with 0 No skills to 10 Extremely skilled)

Write a number in the box (from 0 to 10)

16. Do you think you have the right skills to determine what types of books are appropriate for them?

(Please write a number on a scale of 0 -10 with 0 No skills to 10 Extremely skilled)

Write a number in the box (from 0 to 10)

17. How much does the Year 5 or Year 6 child enjoy reading at the moment?

(Please write a number on a scale of 0 -10 with 0 No enjoyment to 10 Extremely enjoy)

Write a number in the box (from 0 to 10)

Don't know

18. How confident a reader do you think the Year 5 or Year 6 child is?

(Please write a number on a scale of 0 -10 with 0 Not confident to 10 Extremely confident)

Write a number in the box (from 0 to 10)

Don't know

19. How good at reading do you think the child is? *(How accurate do you think they are and how well do you think they understand what they are reading?).*

- a. Lower than expected level for age
- b. At expected level for age
- c. Higher than expected level for age
- d. Don't know

20. Do you think there are any barriers to you reading regularly with this child? (Please tick all that apply)

- a. Lack of time
- b. Lack of skills yourself
- c. Lack of confidence yourself
- d. Attitude of the child taking part
- e. Lack of confidence (of the child/ren)
- f. Lack of skills (of the child/ren)
- g. Lack of support - from others at home
- h. Books not interesting
- i. Books not age-appropriate or ability-appropriate (too hard or too easy)
- j. Other factors including your health or health of the child
- k. External factors eg Covid-19 and school closures/home-schooling
- l. Other (Please specify)

[New page]

Literacy - skills and knowledge

21. How confident do you feel about supporting the child in Year 5 or 6 in these three aspects of literacy?

(Please write a number on a scale of 0 -10 with 0 Not confident to 10 Extremely confident)
Write a number in the box (from 0 to 10)

- a. Phonics (*Phonics is a word-recognition process that links sounds with letters or groups of letters*)
- b. Spelling
- c. Writing

22. How skilled do you feel in these three aspects of literacy?

(Please write a number on a scale of 0 -10 with 0 Not skilled to 10 Extremely skilled)
Write a number in the box (from 0 to 10)

- a. Phonics (*Phonics is a word-recognition process that links sounds with letters or groups of letters*)

- b. Spelling
- c. Writing

23. How confident do you think the child in Year 5 or 6 is in these three aspects of literacy?

(Please write a number on a scale of 0 -10 with 0 Not confident to 10 Extremely confident)

Write a number in the box (from 0 to 10) OR Don't know

- a. Phonics (*Phonics is a word-recognition process that links sounds with letters or groups of letters*)
- b. Spelling
- c. Writing

24. How skilled do you think the child in Year 5 or 6 is in these three aspects of literacy?

(Please write a number on a scale of 0 -10 with 0 Not skilled to 10 Extremely skilled)

Write a number in the box (from 0 to 10) OR Don't know

- a. Phonics (*Phonics is a word-recognition process that links sounds with letters or groups of letters*)
- b. Spelling
- c. Writing

[New page]

The survey has now finished. Thank you for taking part.

We will be back in touch towards the end of the project to run this survey again and find out if anything has changed in the meantime.

If you have any questions about the evaluation or the survey, or if you wish to withdraw your data, please contact the research manager at IES, Ceri Williams:
ceri.williams@employment-studies.co.uk
