Project: Catch Up® Literacy – a follow up evaluation
Evaluating Institution: National Foundation for Educational Research

EVALUATION SUMMARY

Evaluation Summary	
Age range	Year 4 and Year 5 pupils (8-10 year olds)
Number of pupils	1200
Number of schools	150 Primary schools
Design	Cluster randomised controlled trial
Primary Outcome	Reading comprehension ability as measured by Hodder Group Reading test

Note: This protocol excludes aspects of the evaluation that are the sole responsibility of Catch Up® who are undertaking secondary evaluation in collaboration with Dr Ann Dowker of Oxford University.

Intervention

Catch Up® Literacy is a structured one-to-one intervention for learners from the age of six to thirteen who are struggling to learn to read. The intervention involves two individual 15-minute sessions per week delivered by Teaching Assistants, teachers or mentors. The intervention adopts a combination of segmenting, blending phonemes and memorising letter names of high frequency sight words. It is targeted to the needs of individual learners, identified through a bank of formative assessments.

A member of staff within each school manages Catch Up® Literacy while the intervention is usually delivered by trained Teaching Assistants (Catch Up®, 2015). Catch Up® provides a four-part training programme for managers and classroom assistants, alongside ongoing support from the Catch Up® trainer. It is intended that managers attend all four parts of the training, while classroom assistants attend two.

There are four stages of Catch Up® Literacy: assessments for learning, which are used to set targets and identify the appropriate starting points for pupils; selecting an appropriate book for the learner to read; delivery of two individual (one-to-one) sessions per week, each lasting 15 minutes; and ongoing monitoring, through which assessments for learning are revisited and targets are reviewed.

Catch Up® Literacy was launched in 1998, based on original research by Diana Bentley, Suzi Clipson-Boyles and Dee Reid. It was designed for seven- to eight-year-old (Year 3) pupils who only achieved level 1 for reading in the Key Stage 1 Standard Assessment Tests, but has since been developed for use in secondary schools (Catch Up®, 2008). It is now appropriate for learners from 6 to 14 years of age who struggle with reading.

As per the latest Education Endowment Foundation (EEF) guidance on implementation and process evaluation, Catch Up® Literacy can be described as follows (Humphrey et al, 2016).

Catch Up® Literacy Evaluation TIDieR.

1. Brief name: Catch Up® Literacy

2. Why (rationale/theory): Catch Up® Literacy is a structured one-to-one intervention designed to improve the achievement of learners who find literacy difficult. It is designed for struggling readers rather than beginning readers and is targeted to the needs of individual learners. It brings together a range of proven approaches and is grounded in academic research[1]. Catch Up® Literacy was made available to schools in 1998.

3. Who (recipients): It is designed for use with struggling readers aged 6 to 14 whose reading age is significantly below their chronological age. This evaluation focuses on pupils in Year 4 and 5.

4. What (materials): Catch Up® Literacy is based on an integrated training, resource and support package which includes three half day training sessions, a Catch Up® Literacy file, progress booklet and record sheets to copy or download. There are Catch Up® Coordinator support sessions and resources, and deliverers are given the opportunity to attend a half-day review session 6 months after training. Delivers have access to an online Catch Up® Literacy booklist, accreditation, support from the Catch Up® Literacy Community, a website login to access extra resources, and credits for Catch Up® Digital games.

5. What (procedures): Catch Up® Literacy is a book-based intervention. Learners are supported in their reading of a book, so that they activate word recognition processes (including phonics) and language comprehension processes. There are four stages of Catch Up® Literacy. Stage 1: Assessments for Learning (assessments are made and Catch Up® Literacy targets are set). Stage 2: Selecting an appropriate book for the learner to read (the assessments for learning are used to identify the correct Catch Up® literacy level, and to select a book from the Catch Up® literacy booklist). Stage 3: Individual sessions (that last 15 minutes, delivered twice a week, in which the learner reads from the selected book, the text is discussed and a writing activity which may include the learner practising spelling key words). Stage 4: Ongoing monitoring (the individual sessions are monitored and reviewed, the Catch Up® Literacy assessments for learning are revisited and the Catch Up® Literacy targets are reviewed).

6. Who (implementers): It is delivered by supporting adults (including teachers, classroom assistants, carers and mentors) who have attended Catch Up® Literacy training delivered by a Catch Up® Accredited trainer. In this evaluation, the intervention is delivered by Teaching Assistants.

7. How (mode of delivery): Catch Up® Literacy is a one-to-one intervention for targeted pupils.

8. Where (setting): Classrooms or quiet areas of participating schools.

9. When and how much (dosage): Catch Up® Literacy involves a 15 minute individual session for each pupil, delivered twice a week for approximately 6 to 12 months (depending on need).

10. Tailoring: Catch Up® Literacy is a structured intervention and delivery fidelity is emphasised. All resources and materials needed to deliver the intervention are standardised.

11. How well (planned): Strategies to maximise effective implementation include the three half day training sessions (led by a Catch Up® Accredited Trainer), coordinator support and training, the Catch Up® Literacy file and materials, and significant follow-up and ongoing

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[1] E.g. Holmes, W., Reid, D., Dowker, A., (2012). Early intervention to prevent long-term literacy difficulties: the case of Catch Up® Literacy. 4th World Conference on Educational Sciences, 2012 and Brooks, G. (2016) What works for children and young people with literacy difficulties?

support. Deliverers are also strongly encouraged to submit for Gateway Qualifications accreditation which is regulated by Ofqual. This does not involve any additional cost but it includes internal observations of sessions with pupils and programme fidelity checks.

Background evidence and significance

The approach has been informed by a range of research evidence relating to literacy. This includes evidence related to supporting struggling readers (Bentley and Reid, 1995), the influence of children's attitudes to reading on their progress in learning to read (Wray and Medwell, 1991), matching struggling readers to books that are sufficiently challenging but not frustrating (Kress and Johnson, 1965), the importance of fluency and reading for meaning (Stanovich, 1980), the reciprocal gains of reading and spelling (Clay, 1991), and taking a known sight word as a starting point for analogies in reading development (Goswami, 1994).

The Catch Up® Literacy intervention was designed with these findings in mind. For example, Stage 1 of the intervention (the assessment) includes a reading interview which assesses pupils' attitudes towards, perceptions of, and experiences of reading. During the sessions, the prepared reading element is designed so that the pupil is able to concentrate on reading for meaning, while the linked writing element, which follows the reading elements, allows the pupil to benefit from the reciprocal gains of reading and spelling.

A previous efficacy trial funded by EEF evaluated the Catch Up® Literacy intervention effect over control conditions. This trial focused on support that was delivered over the transition period between Year 6 and Year 7, with Teaching Assistants delivering Catch Up® to children at the end of Year 6 and up to two terms of Year 7. Outcomes from this trial suggested that, on average, pupils who received the intervention improved their literacy outcome (which was measured using the New Group Reading Test) by two months compared with the control group pupils. However, this difference was not statistically significant so we cannot be confident that it was not due to chance.

The purpose of this trial is to evaluate the effect of Catch Up® Literacy over 'Business-as-Usual' (BaU) control schools in Key Stage 2. We propose to recruit 150 schools with, on average, eight eligible pupils from Year 4 and Year 5. Half of these schools will be randomly allocated to either the intervention or BaU control group, making it a cluster randomised controlled trial.

Evaluation plan

Methods

Research questions

The primary research question is:

1. What is the impact of Catch Up® Literacy on Year 4 and Year 5 pupils' reading comprehension skills as measured by the Hodder Group Reading Test (HGRT)?

The secondary research questions are:

2. What is the impact of Catch Up® Literacy on Year 4 and Year 5 FSM (those eligible to receive free school meals) pupils' reading comprehension skills as measured by HGRT?
3. What is the impact of Catch Up® Literacy on Year 4 and Year 5 pupils' reading skills as measured by the Salford Sentence Reading Test (SSRT)?
4. What is the impact of Catch Up® Literacy on Year 4 and Year 5 pupils' attitudes towards literacy?
5. What is the impact of Catch Up® Literacy on Year 4 and Year 5 pupils' attitudes towards school?
6. What is the impact of Catch Up® Literacy on Year 4 and Year 5 pupils' self esteem?

NFER will carry out a process evaluation, to explore whether Catch Up® is delivered as intended (through information on dosage, session length, delivery, and any differentiation from the programme or adaptations to it). It will also explore how responsive to and engaged pupils are to Catch Up® Literacy support; what they 'miss' whilst receiving Catch Up® support, and any additional support received by Catch Up® pupils. It will also explore their attitudes towards literacy and school, and their self esteem. We will examine how schools prepare for and manage the delivery of Catch Up® Literacy support; how it sits within a wider school strategy, and how it differs from schools' usual practice. The process evaluation will also address the perceived impact of the programme, explore what BaU looks like in Catch Up® and control schools, and highlight approximate costs of alternative or additional support.

Overview of the design

The Catch Up® Literacy trial will start in September 2016 and will run until June 2017. The trial will be designed, conducted and reported to CONSORT standards (http://www.consort-statement.org/) and registered on http://www.controlled-trials.com/. The recruiting of schools will take place during the summer of 2016 and reporting of trial results will be between December 2017 and April 2018.

This is a cluster randomised controlled trial involving 1200 pupils from 150 Primary schools. Schools will select up to 12 eligible pupils from Year 4 and Year 5 and will each nominate two TAs to deliver the intervention. Each school will additionally identify a teacher to act as the Catch Up® coordinator. If the school is randomised to the intervention group, these TAs will receive Catch Up® Literacy training and deliver the programme to nominated pupils. If the school is randomised to the BaU control group, they will continue their teaching practices as normal. Following end-point testing in summer 2017 these control group schools will receive a grant of £790 which can be used towards purchasing a programme of their choice.

Catch Up® will support the management and delivery of the Catch Up® Literacy intervention and will provide training and resource packages to three individuals from schools in the intervention group- two nominated TAs, or three if they provide 12 eligible pupils and one more individual nominated by the school to act as a project coordinator. After the training, TAs will deliver the Catch Up® Literacy sessions between September/October 2016 and June 2017 to the nominated pupils from Year 4 and Year 5. TAs will also assess these pupils at the end of each academic term to determine whether they are at their age expected levels in reading. Once the pupils reach this level, they will stop receiving Catch Up® Literacy.

Schools allocated to BaU control group will not receive any training and will not deliver Catch Up® Literacy during the trial. Once they complete the end-point testing, they will receive a grant of £790 which can be used towards purchasing a programme of their choice.

Recruitment

Catch Up® will be responsible for school recruitment. Between May and September 2016, Catch Up® will recruit 75 Primary schools from the North East region and 75 from the rest of the country. The latter group will include Primary schools from five coastal areas- Brighton, Barrow-in-Furness, Grimsby, Hull & Immingham, Bournemouth and Plymouth. After expressing an initial interest to take part in the trial, schools will be sent a memorandum of understanding detailing roles and responsibilities of all parties involved and will seek formal consent of the headteacher to participate in the trial.

Eligibility criteria

Primary schools that aren't already running Catch Up® Literacy or Catch Up® Numeracy will be eligible to take part in the trial. Schools will select up to 12 pupils whose reading age is below their

chronological age. It is envisaged that some schools will nominate up to 12 pupils but smaller schools may not have as many as eight pupils to nominate. Overall, there will be approximately 1200 pupils across 150 schools.

Once schools agree to take part by signing a memorandum of understanding they will be asked to send school and pupil data. This will include school level information such as names and contact information for an individual who will act as a coordinator and nominated TAs. Pupil data will include names, date of birth and unique pupil number (UPN). Schools will also be asked what additional literacy support is planned for each of these pupils if they are not randomised to the intervention group. Once all schools have sent their pupil data, Catch Up® will arrange research assistants (RA) from the University of Oxford to administer the Salford Sentence Reading Test to be used as a baseline measure for the secondary outcome. Schools in the North-East region will be notified of the randomisation result as soon as they finish administering the baseline test. Schools in the coastal areas will be notified of the randomisation result only after all schools within an area have finished the baseline testing.

Randomisation

Randomisation will take place in two blocks. Blocked randomisation is necessary due to the nature of school recruitment. It is anticipated that part of the sample will be recruited by the end of summer term, 2016. Remaining schools will be recruited in beginning of September 2016 in the next academic year. The first set of schools will have sent their pupil data by the end of July 2016. These schools will be randomised in July/August and the intervention group will receive Catch Up® Literacy training in September 2016 soon after the baseline testing. A further set of schools will send their pupil data in September 2016. These schools will be randomised in the second half of September 2016 and will receive Catch Up® Literacy training in early October 2016. The randomisation will be a stratified randomisation using geographical area as strata. There will be six strata, one for each of the five coastal areas and one for the North-East region altogether. Randomisation will be carried out by a statistician at NFER using a full SPSS syntax audit trail.

Outcome Measures

Catch Up® Literacy intervention will be delivered between September/October 2016 and June 2017. As the intervention is aimed at Year 4 and Year 5 pupils, testing will be necessary as there is no statutory assessment in these years. Data collection for end-point testing will take place in June/July 2017 after approximately ten months of intervention. The Hodder Group Reading Test (HGRT) has been selected as the primary outcome measure which assesses pupils' reading comprehension at word, sentence and text levels. Along with this assessment, pupils will also be asked to complete a short survey to assess their self esteem, attitudes to literacy and school. NFER will take responsibility for delivering, marking and analysing these tests and surveys.

Once the primary outcome tests are completed pupils will sit the Salford Sentence Reading Test (SSRT) as a secondary outcome measure. These tests will be delivered and marked by Catch Up® using 12-15 RAs from University of Oxford who will be blind to treatment status. Data will be shared with NFER for analysis purposes.

All eligible pupils from each of the 150 schools will be sitting both tests. Test administrators from NFER will be used to ensure that all HGRT tests are administered the same way in all schools; they will also help with response rates and with minimising the burden placed on schools. Pupils will be required to be out of their normal lessons for approximately one hour. All pupils will also sit SSRT, which will be administered by RAs from University of Oxford at baseline and end-point. NFER will randomise the RAs for the end-point test administration so they are assigned to a different school than at baseline. Each pupil will be required to be out of their normal lessons for approximately 15

minutes.

Sample size calculations

Randomisation will be conducted at the school level. The sample size of 150 schools with eight pupils each is sufficient to detect an effect size of 0.16. Effect size of 0.16 is considered because this is the minimum effect size for which the approach is cost-effective (assuming a maximum of £80/pupil for 0.1 SD change and an approximate cost of £130 per pupil based on the previous trial) (Rutt, 2015). This minimum detectable effect size (MDES) is achieved at more than 0.8 power by using the following assumptions: intra-cluster correlation of 0.137[2]; correlation between Key Stage 1 and Key Stage 2 of 0.73[3] and average cohort size of eight pupils per school. This is also illustrated in Figure 1.

Figure 1: Power curve for a cluster design with 150 Primary schools

N=150 Schools, 1200 Pupils
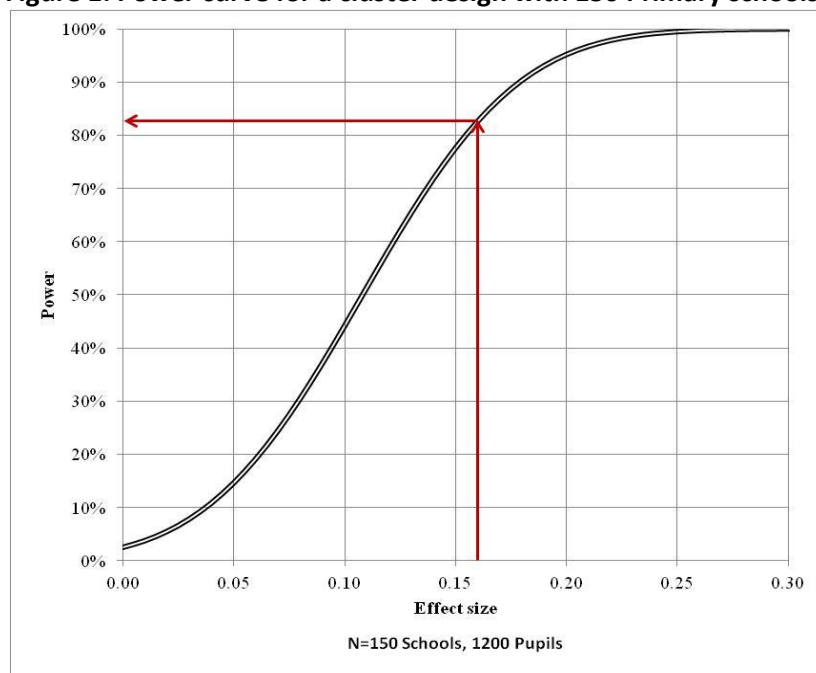
This design also allows for a small amount of attrition. If eight schools withdrew from the trial, we would still be able to detect the effect size with minimum statistical power of 0.8. We also expect that there will be schools that wouldn't put forward as many as eight pupils, which will be balanced by other schools who will put forward more than eight pupils to take part in the trial. Although we would expect that there will be a sufficient number of pupils in the trial who are eligible for free school meals, the size of the sample is not powered to run a separate FSM analysis.

Analysis plan

Primary outcome intention-to-treat analysis of HGRT tests will use multi-level models containing two levels (pupil and school) to account for the cluster randomisation. It will use the reading attainment point score from Key Stage 1 as a covariate in the models. The analysis will be aimed at testing for an overall Catch Up® Literacy effect over the BaU control group. The effect size will be presented as the coefficient on the intervention group indicator divided by the pupil-level standard deviation. Age and gender will be used as interaction terms in the analysis. As FSM-eligible pupils represent a particularly important subgroup, a separate analysis of FSM-eligible pupils will also be carried out as

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2 This ICC is calculated using data from NPD 2013-2014 for key stage 2 reading total score and is referenced in EEF guidelines 2015 (EEF, 2015)

[3] As referred in EEF's pre-test paper, the correlation coefficient of 0.73 is achieved by using KS1 as a covariate for a KS2 outcome measure (EEF, 2013)

per standard EEF practice if there are sufficient numbers for such analysis.
Secondary outcome analysis on SSRT will use multi-level models containing two levels (pupil and school). The baseline SSRT measure will be used as a covariate in this analysis instead of Key Stage 1 measure. Since pupil attitude data is only collected at the end of the trial, there will be no baseline measure for these outcomes. Therefore, Key Stage 1 will be used as a covariate in these models. FSM will be included as an interaction term in all the secondary outcome models.

If a school or pupils drop out of the trial, multiple imputation and sensitivity analysis will be carried out to handle missing data.

On-treatment analysis will be based on the fidelity indicators which is based on data collected via Catch Up® online tracking tool. NFER will receive this aggregated data from Catch Up®. These will yield a quantitative measure of fidelity that can be used in multi-level models of attainment and self-efficacy and attitudes to literacy and school.

Implementation and process evaluation methods

Much is already known from the previous efficacy trial (Rutt *et al*., 2015) and other research[4] (Catch Up®, 2016) about how Catch Up® is delivered, its perceived outcomes (e.g. children's enjoyment and confidence with reading, deliverers' enthusiasm for the structured programme), and its key effective elements (e.g. short structured sessions, reading strategies incorporated). We now want to investigate further questions about the nature and variety of implementation , , and how schools are managing interventions in today's busy landscape. For example: for individuals receiving Catch Up®: how do TAs tailor the 1:1 Catch Up® sessions?; for whom does it work best?; for the programme: how well does the flexible Catch Up® duration work and what are the messages for scale-up?; for schools, what is the impact of Catch Up® on TA capability and is there any subsequent impact on schools' 1:1 strategies and TA deployment?.

We have already engaged with a lead member of the Catch Up® management team to find out about the latest programme, and will be developing a logic model to capture its key components. We have also established the Catch Up® delivery team's plans for evaluation to avoid duplication and to maximise efficiency in data collection.

The process evaluation will collect information on:

- The training programme and how it prepared TAs to deliver Catch Up® Literacy support
- Whether Catch Up® is delivered as intended (e.g. through information on dosage, session length, delivery, any differentiation from the programme or adaptations to it, and whether the right pupils received support)
- How responsive to and engaged pupils are to Catch Up® Literacy support
- What pupils 'miss' whilst receiving Catch Up® support, and any additional support received by Catch Up® pupils
- How schools prepare for and manage the delivery of Catch Up® Literacy support. How do they ensure high quality delivery?
- How it sits within a wider school strategy, and how it differs from schools' usual practice
- How 'stopping' is managed in Catch Up® schools
- The perceived impact of the programme
- What BaUlooks like in Catch Up® and BaU control schools, and approximate costs of alternative or

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[4] cited on the Catch Up Literacy website

additional support

- Pupils' attitudes towards literacy and school, and self esteem.

The process evaluation will pull together the following data collection:

1.   Data collection with all schools

- During the recruitment stage, Catch Up® will ask all schools to provide the names, date of birth and UPNs of the pupils who would receive Catch Up® support if their school was randomised to the intervention group. They will also be asked what additional literacy support is planned for each of these pupils if they are not randomised to the intervention group. This will capture BaU

- At the end of the trial, all participating pupils will be asked to complete a pupil survey that explores attitudes towards literacy and school, and self esteem. This will also be used for the analysis of secondary outcome measures.

2.   Data collection with all BaU control schools

Following the BaU information collected prior to randomisation, BaU schools will be asked to complete termly logs to ask about any changes to planned BaU activity and plans for the next term. The nominated literacy coordinator will be asked to complete it (or the person who would have been the Catch Up® coordinator if the school was allocated to the treatment group). For each pupil that they nominated to receive Catch Up® support at the recruitment stage, they will be asked whether their plans for literacy support for that child had changed from what they had planned, and if so, how? (e.g. Did each nominated pupil have support? Was it ongoing? What was the additional support?). Coordinators will also be asked to provide a ballpark cost for any additional literacy support that each child received, over the trial year (e.g. cost for additional resources and staff time). This will provide a rough cost of the additional support provided in BaU schools. As far as possible, responses will be pre-populated to aid easy and quick completion. We anticipate a high completion rate, given that schools will only receive the financial incentive for participating in the trial on receipt of this final log.

3.   Data collection with all Catch Up® schools

- Following randomisation, we will observe a full suite of Catch Up® training workshops (i.e. attendance at three consecutive half day sessions).

- Throughout the trial, TAs will be asked to submit data to the online tracking tool run by Catch Up®. It will include questions on the number of sessions for each child, the average length of the session and if they had 'caught up'/stopped receiving support. This information will also be used in the impact analysis to assess fidelity to the intervention.

- TAs will also be asked to complete short, termly online surveys (each containing approximately five questions). These will ask about pupil engagement, whether the sessions were delivered on a one-to-one basis; and the extent of differentiation from the programme materials. The first survey will also explore how the training fitted with actual delivery.

- At the end of the trial, coordinators will be asked to complete an end of year questionnaire, this will capture retrospective reflections on the implementation of Catch Up®, details of what has been delivered and how, whether the right pupils were identified for the intervention, cost data, and the BaU picture for other pupils in their school and any North East literacy campaign activity.

4.   Data collection with a sample of Catch Up® schools

Eight schools will be invited to engage in 'light touch' interviews. In April/May 2017, 30 minute

telephone interviews will be carried out with a Catch Up® TA and coordinator in each school. Interviews with TAs will explore how Catch Up® is delivered, the processes for and success of their assessment of when pupils have 'caught up'/stopped, and which pupils they feel Catch Up® works best for. Interviews with coordinators will include questions to explore implementation, the deployment of TAs, and the key effective elements of the intervention.

Costs

We will gather cost data to explore the costs associated with Catch Up® support, and with BaU activity in the following ways:

- As set out above, in BaU schools we will use the termly BaU logs to ask for approximate costs of any additional support provided to nominated pupils instead of Catch Up® support (e.g. the cost of any additional resources and staff time).

- In all Catch Up® schools, the termly surveys will ask TAs to provide information on the amount of time they are investing in delivering Catch Up®.

- In all Catch Up® schools, the end of year coordinator questionnaire will ask for information on direct, marginal costs, as well as for estimates of other staff time investment. The coordinator questionnaire will also ask for cost information related to any additional support, beyond Catch Up®, that their nominated pupils receive and a view on cost effectiveness of Catch Up®.

Ethics and registration

The trial will be designed, conducted and reported to CONSORT standards (http://www.consort-statement.org/consort.statement/) and registered on http://www.controlled-trials.com/. The evaluation will be conducted in accordance with and approved by NFER's Code of Practice. NFER's data protection policy is available at: http://www.nfer.ac.uk/nfer/about-nfer/code-of-practice/nfercop.pdf.

In setting out the responsibilities for this trial, the two parties (Catch Up® and NFER) will draw up a joint data sharing agreement. This will include a description of the nature of the data being collected and how it will be shared between organisations.

In addition, Catch Up® will provide MoUs to schools, explaining the nature of the data being requested of schools and pupils, how it will be collected, and how it will be passed to and shared with NFER. Prior to collecting pupil data, Catch Up® will also provide parental opt-out consent forms to schools. Schools will not send data for pupils whose parents withdrew participation from data collection.

Personnel

The evaluation will be directed by Simon Rutt at NFER, and led and managed on a day-to-day basis by Palak Mehta at NFER. She will also oversee the impact evaluation. Kathryn Hurd in NFER's Research and Product Operations Department will coordinate NFER test administrators and oversee the dispatch and collection of the tests to schools. Emily Buchanan, in NFER's Centre for Evaluation and Consultancy will oversee the process evaluation, supported by an experienced researcher.

Risks

Risk	Assessment	Countermeasures and contingencies
Insufficient schools	Likelihood: moderate	Catch Up® will be putting additional processes in place for recruiting to a trial. NFER can increase the number

Risk	Assessment	Countermeasures and contingencies
recruited to the study	Impact: high	of blocked randomisation if the recruitment was slightly delayed.
School or pupil attrition	Likelihood: moderate Impact: moderate	Clear information and regular contact with schools explaining the principles of the trial and expectations.
Incomplete data from schools	Likelihood: low Impact: moderate	Providing pupil data is one of the mandatory requirements for baseline testing and randomisation. Catch Up® will use reminding strategies to support schools to provide data.
Intervention is not implemented well	Likelihood: low Impact: moderate	Clear information and guidance will be provided in the training delivered by Catch Up®. Both 'intention to treat' and 'on-treatment' analysis will be used. The process evaluation will monitor implementation.
Control group adopts similar treatments (contamination issues)	Likelihood: low Impact: moderate	Schools who have never been involved in any Catch Up® interventions are eligible to take part in the trial. BaU control schools will not be allowed to access Catch Up® training until after the trial is complete.
Researchers lost to project due to sickness, absence or staff turnover	Likelihood: low over 1.5 years Impact: moderate	NFER has a large research department with numerous researchers experienced in evaluation who could be redeployed.

Timeline

Month	Activity
May-June 2016	Set up meeting with EEF and Catch Up®
	Write and agree protocol
May 2016	Catch Up® begins school recruitment
May-September 2016	Block 1 and block 2 schools provide pupil and BaUdata
August 2016	• Interview Catch Up® • Develop logic model • Design process evaluation interview schedules
August-September 2016	• Block 1 randomisation in late August/early September • Block 2 randomisation in late September
September-October 2016	• Baseline tests- SSRT administration prior to notifying randomisation results to schools; • Catch Up® delivers training to intervention schools
December 2016-January 2017	First BaU termly log and online survey with Catch Up® TAs
March-April 2017	Second BaU termly log and online survey with Catch Up® TAs
April-May 2017	Light touch telephone interviews
June 2017	Intervention delivery ends
June-July 2017	• Third BaU termly log and online survey with Catch Up® TAs • End-point testing administration of HGRT and SSRT • Pupil attitude surveys in all schools • Catch Up® coordinator survey
August-December 2017	Analysis of the trial and report writing
January-March 2018	Report revisions
April 2018	Final report published

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