



# IMPACT REPORT 2018/2019

# CLOSING THE LITERACY GAP, FOR GOOD

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Literacy - the ability to read, write, understand, speak and listen - is a fundamental skill, without which life becomes immeasurably harder. But every year, 150,000 children start school with poor communication skills: a literacy gap which means they can be up to two years behind their classmates. Some will never manage to close that gap.

By the time they leave primary school, one in three disadvantaged children cannot read or write at the expected level for 11-year-olds. If these children do not get specialist help, they are unable to catch up and this has a profound effect on the rest of their lives.

Poor literacy can lead to a life of under achievement. Children lack confidence and disengage with school. As choices and opportunities disappear, they are less likely to go on to work and more likely to turn to crime.

At The Children's Literacy Charity our aim is to close this literacy gap for the children who are most in need. We recruit and train our own expert tutors and in our Literacy Labs in schools and the community we deliver tailored, one-to-one, phonics-based support across all the language skills.

Our impact evidence shows this expert programme is one of the most effective interventions available. It's not just about the data though: something rather magical also happens in our Literacy Labs. The elements are not unique - patience, care, encouragement - but when combined with our literacy expertise, a transformation takes place, releasing energy, sparking creativity and broadening horizons so that every child can realise their full potential.

# OUR IMPACT

## EXPERT LITERACY PROGRAMME



Literacy  
Lab



The children starting on our programme are typically  
**14 MONTHS BEHIND**  
their peers



By the time they graduate, they are  
**5 MONTHS AHEAD**  
of their peers

Number of pupil places



Number of children reached



**12,000**

hours of  
support delivered

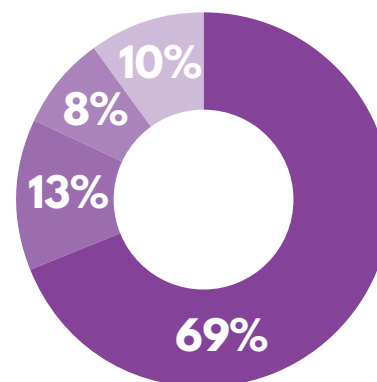
Number of Literacy Labs



The Expert programme demonstrates effectiveness in significantly progressing the phonic and wider literacy skills of the most disadvantaged student groups in the country and offers a gold standard in provision.

Dr Jenny Thomson, PhD, Reader in Language & Literacy,  
University of Sheffield

**90%**  
of our Expert Literacy  
Programme graduates  
closed or significantly  
narrowed their literacy gap



Graduates:

- closed their reading age gap entirely
- came within 3 months of closing their reading age gap
- came within 6 months of closing their reading age gap
- narrowed their reading age gap

**External  
Literacy Support**

In addition to our core work,  
we run specialist literacy training  
for older students and teachers.

The sound knowledge of literacy and strategies to support children who are below age-related expectations makes The Children's Literacy Lab intervention successful. The tutors form professional relationships with parents, children and staff. Children make good progress and this continues after they have graduated from the Literacy Lab.

Claire Moses, Inclusion  
Manager, St. Mark's CE  
Primary School, Lambeth

**Ratio gain\*  
average = 4.5**  
in reading and  
comprehension

For every one month a child  
is on our programme, they  
make **4.5 months progress**.

\*A ratio gain of 2 or more is considered  
'good impact'. Above 4.5 is considered  
'remarkable impact'. (Brooks, 2007)

**152**   
**Reader Leader**  
(peer to peer secondary  
reading programme)

**121**   
**Primary  
School Staff**

# CASE STUDY

## Meet Pia



Pia was five years old when she first started coming to the Literacy Lab. She had missed a lot of school due to her father being in the armed forces and living with her grandparents.

Her teacher was concerned as Pia hardly spoke or made eye contact in class. She could not read at all at this point. During the first session, Pia seemed to enjoy the activities but seldom spoke. Within a month she was already able to write six-word sentences. Her tutor began to use role play with soft toys to encourage her to practice saying hello to her teachers and the Head.

At the end of her three terms of intervention, we saw huge improvements in her confidence. Her class teacher said, **"Pia is talking more in class and has volunteered an answer in an audible voice. Her independent writing has significantly improved and is phonically legible"**. She has now been moved up a group in class for her reading.



This literacy intervention is invaluable to children in primary schools. We have seen the impact of this with our pupils performing well in their SATs. If I could have this intervention for every pupil in my school, I would.

**Sarah Wawn, Headteacher,  
Harlesden Primary School, Brent**

# HELP US CHANGE LIVES FOR GOOD

We want to reach more disadvantaged children from deprived areas who would thrive with our specialist support but providing one child with our expert tuition for one academic year costs £2,000.

Help us create more Literacy Lab places so these children do not just catch up, they can get ahead too.

We welcome individual donations and legacies as well as partnerships with trusts, foundations and support from business organisations.

**Please get in touch to find out more.**

**If you would like to donate now, you can do so online at:**

<https://thechildrensliteracycharity.org.uk/support/donations/>

**or by sending a cheque to:**

The Children's Literacy Charity

Conrad Court, Cary Avenue, London SE16 7EJ

**fundraising@theclc.org.uk**

**020 7740 1008**



**@childsliteracy**



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