

www.archoxfordshire.org.uk

Impact Report 2025





Assisted Reading for
Children in Oxfordshire
archoxfordshire.org.uk



Welcome from ARCh CEOs

We are delighted to share this report on the work of ARCh over the last year.

We continued to see the effects of the pandemic when so many children missed out on vital educational and social experiences, with disadvantaged children being most seriously affected, highlighting the need for expansion of our operations.

We developed more partnerships with businesses and other organisations via our corporate volunteering schemes with continued support from Oxfordshire Inclusive Economy Partnership (OIEP).

Our Step Change grant via Oxfordshire Community Foundation funded our new Recruitment Officer position and increased volunteer numbers.

Recognition of our work came with ARCh being Highly Commended in the Oxfordshire Community & Voluntary Action (OCVA) awards and a finalist in the Cherwell Business Awards.

Thank you to all our volunteers, funders, staff, trustees and other supporters who make our vital work possible.

Jane Rendle (left) and Elaine Adams (right)

What schools say

"They have made such a difference to the children they have been reading with. Their confidence has really improved."

"(Volunteer) has been fantastic with our pupils and they have all made progress in their reading, confidence and speaking skills this year. We appreciate all that our ARCh readers do!"

"Both children in my class have loved spending time with their reader twice a week. For them, it hasn't just been about going out of the class to read. They have come back in to tell me the games they have played and the chats they have had too. It's a bonus that we are now seeing them reading higher quality, more engaging texts. They have also become so much better at being able to comprehend what they have read."

"She really enjoys going to her sessions and has had a confidence boost since attending. She is also now making noticeable progress in her reading, comprehension and reading aloud since the sessions started."

"It has been a pleasure having our ARCh Reader come into school. She has made such a difference and the children really love their time with her."

"C is amazing! Two of the three children are now at 'expected' level, closed the gap. Please keep coming!"



What children say



"Only good thing about school is reading with her, I love it!"

"It's helped my reading, and enjoy it more now."



What ARCh volunteers say

"THANK YOU for training support and amazing materials to help."

"Thank you for all your valuable support and guidance. I've really enjoyed all our get togethers over the past year. Knowing I have your support is very much appreciated and crucial to us all."

"It's a pleasure and a privilege to volunteer with ARCh and so rewarding when you get promising results!"

"Really enjoying it. So impressed with ARCh and how it is organised."

"Just as every year, very delightful and fun to be with the kids."

"It's such a lovely school and I'm so pleased to be part of it. Looking forward to next term already."

"I just want to say a big thank you to yourself and the ARCh staff for giving me this opportunity to work with these school kids, to support and encourage their reading, and hopefully have a positive impact on their lives."

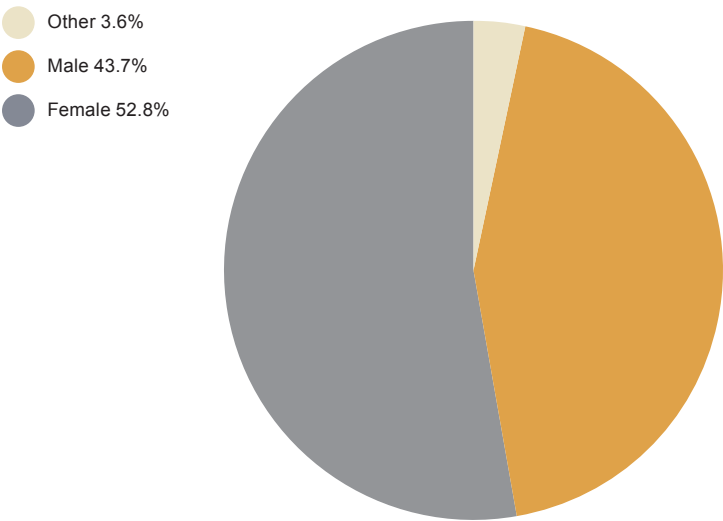
"It's very fun.
It's fantastic!"

"I wish I could take H to my new school. I love reading & playing games with her. Thank you H for the amazing time we have shared."

The following overview provides details of the data collected via the ARCh 2024/25 School survey.

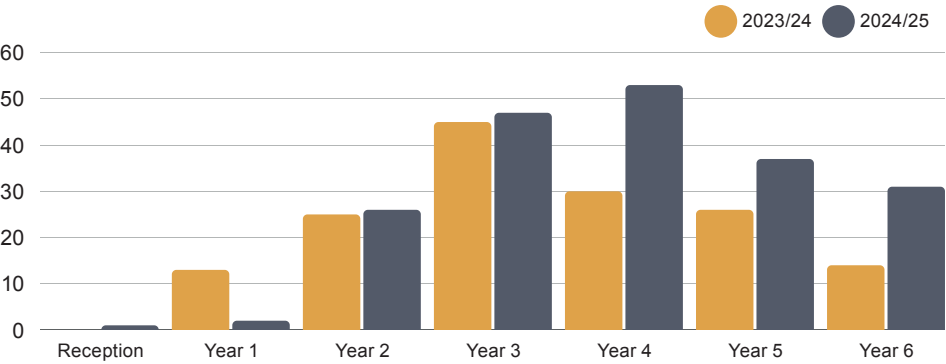
There was a total of **197** responses, from **56** schools.

Pupil gender



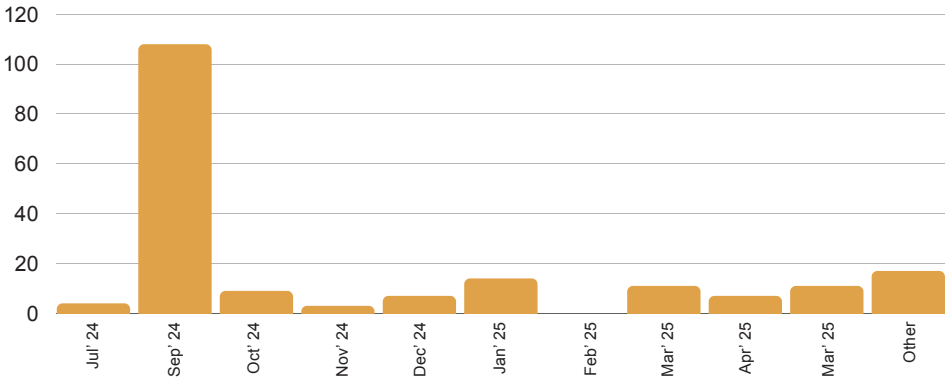
The majority of responses received concerned a female pupil, 53% (104). 44% (86) concerned a male pupil and 4% (7) concerned a pupil, whose gender was identified by the respondents as ‘both’, 3% (6), and ‘multiple children of mixed genders 1% (1).

Year group



Responses to the 24/25 survey concerned pupils who were attending Reception to Year 6, with the largest proportion being from Year 4, 27% (53). The smallest groups were from Reception 1% (1), Year 1, 1% (2), and Year 2, 13% (26). There seems to be a shift in the distribution of the data, with peak moving from Year 3 in 2023-24, to Year 4 in 2024-25.

Start of ARCh support

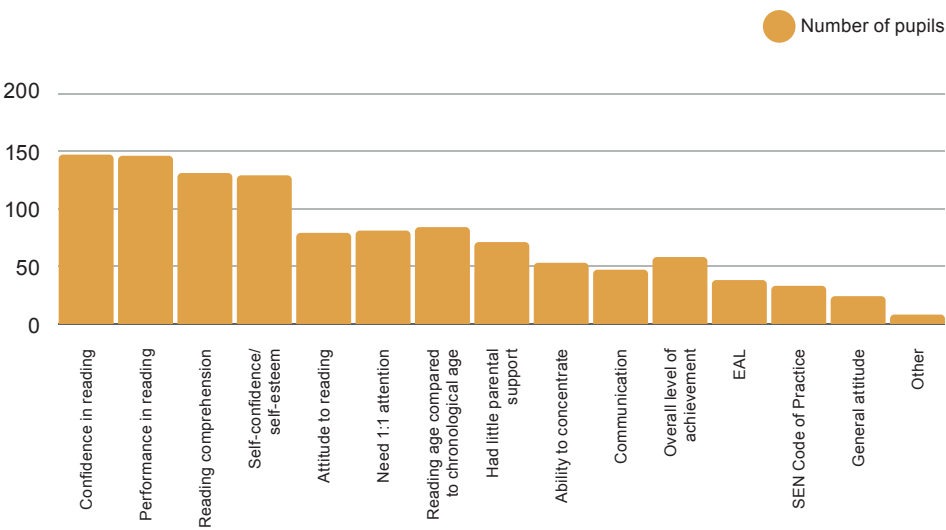


Respondents were asked to provide an approximate date of the start of reading support for a pupil.

The largest number of pupils started their support in September 2024, 59% (108). Other most popular points in the academic year were after the half-term/holiday breaks, e.g. January 2025, 8% (14) and May 2025, 6% (11).

There was a small number of pupils who have been receiving support since 2023, 1% (1).

Reasons for pupil selection



Generally pupils were selected for ARCh support due to multiple factors. Only 2% (3) of pupils were selected because of only 1 criterion (English as Other Language). This demonstrates the complex nature of needs presented by the pupils engaging with the services provided by ARCh.

The most common reason for selecting a pupil to access support was to increase pupil's confidence in reading, 75% (147). The majority of pupils were also selected to improve their performance in reading, 74% (146), their reading comprehension, 67% (131), and their self-confidence/ self-esteem, 66% (129).

More than a third of pupils were selected because of:

- Their reading age compared with chronological age, 43% (84)
- Needing 1:1 attention, 41% (81)
- Their attitude to reading, 40% (79)
- Them having little parental support, 36% (71)

Approximately a quarter of pupils were selected due to their overall level of achievement, 29% (58), to support their ability to concentrate, 27% (53) and their communication, 24% (47). 20% or fewer pupils were selected because:

- They had English as an additional language (EAL), 19% (38)
- SEN Code of Practice, 17% (33)
- Their general attitude, 12% (24)

4% (6) of pupils were selected for “other” reasons. Those included limited vocabulary, physical health issues (e.g. impacted vision or selective mute), or pupil premium.

Outcomes for pupils

Please rate the level of improvement you have seen in this pupil during the time they have received support from ARCh



The majority of respondents reported seeing an excellent, good or satisfactory improvement in their pupils for all of the measures asked in the survey.

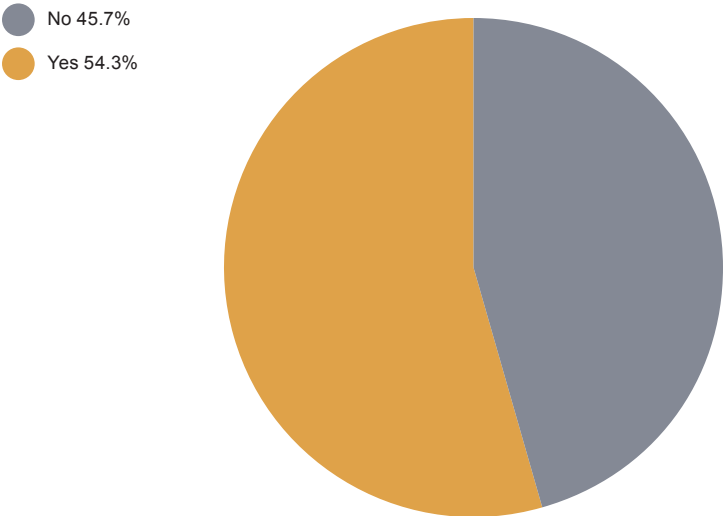
Confidence in reading and self-confidence/self-esteem saw the greatest improvements, with 98% (194) and 98% (193) of respondents reporting a change in their pupils after ARCh support for both measures respectively. Performance in reading and communication were seen to have improved almost as much with 97% (191) and 97% (191) of respondents reporting a positive change respectively.

All measures were reported as having an excellent, good or satisfactory improvement by the majority of respondents. Those were:

- Improved attitude to reading, 96% (189)
- Improved reading comprehension, 95% (187)
- Raised level of achievement overall, 94% (185)
- Improved general attitude, 92% (182)
- Improved reading age compared to chronological age, 91% (180)
- Better ability to concentrate, 91% (179).

Additional support

Did this pupil receive any additional support – in addition to the help they received from ARCh?



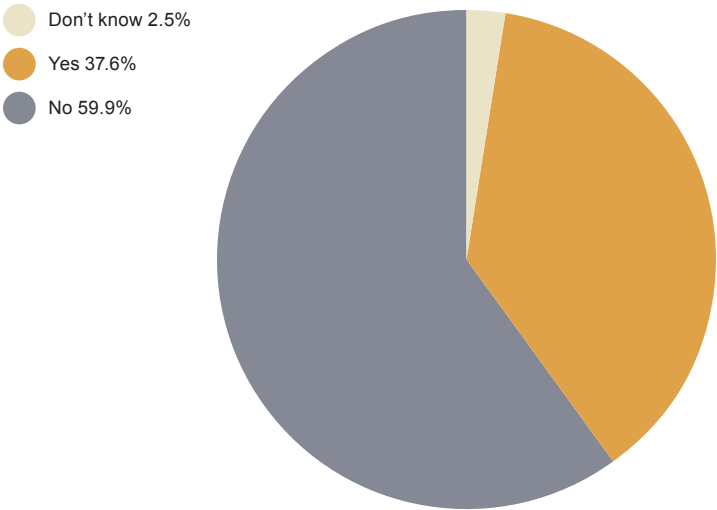
The larger proportion of responses to the survey concerned pupils who were receiving support in addition to their engagement with ARCh, 54% (107). 46% (90) were not receiving any additional support.

Additional support provided to pupils included:

- Reading interventions
- 1:1 reading
- TA or teacher support
- Phonics
- Small group support
- Reading Booster
- Other interventions (not reading, comprehension or writing)
- SEN support
- Emotional support
- EAL support
- CODE intervention
- ESLA
- Parent volunteer readers
- Young Carer support workers.

Pupil Premium

Was the pupil eligible for Pupil Premium?



The majority of responses to the survey concerned pupils who were not eligible for Pupil Premium, 60% (118). 38% (74) were eligible and respondents were unsure about 3% (5).

Pupil's reading age

68% (134) of respondents were unable to provide information about the pupils' reading age.

From the 32% (63) of respondents that could give information about their pupils' reading age, all provided a reading age before and after ARCh assistance.

Due to the small data set available, these conclusions should be considered indicative rather than conclusive.

The following are conclusions that can be drawn from the available data:

- On average, pupils' reading age increased by 14.11 months
- The range of reading age increase was 0 to 76 months
- No pupil's reading age decreased

Opinions of ARCh

Highly valued and beneficial

ARCh is described as 'invaluable', 'excellent', 'amazing', 'fantastic', 'brilliant', and a great resource that provides much-needed one-to-one reading

Positive impact on pupils

Support provided boosts pupils' confidence, improves their attitude towards reading, helps with reading comprehension and fluency, and increases their enjoyment and enthusiasm for reading. Respondents reported that pupils often look forward to and enjoy the sessions with the Helper.

Helper qualities and relationships

Reading Helpers are consistently described as 'kind', 'patient', 'calm', 'supportive', 'professional', 'dedicated', 'flexible', 'reliable', and 'excellent at building strong, positive relationships' with the pupils. They also often take the time to understand pupils' interests and try to cater for those.

Addressing specific needs

Respondents found ARCh being particularly helpful for pupils who need additional support, lack confidence, are reluctant readers, have complex needs, have English as second language, or require emotional support.

Communication and feedback

Respondents often highlighted Reading Helpers' ability to communicate well with the teachers and provide feedback on sessions. There might be a possibility for further improvement by ensuring that all feedback provided is consistent across all provision.



www.researchoxford.co.uk



Starlight
by Gillian Lobel, illustrated by Nig H...

MARVEL
SPIDER-MAN
THE INSIDER'S GUIDE

Brain Busters
Brain Busters

What do I do?
-piece puzzles
ARCH
Goblet Court
7 Market Square
Bicester
OX26 6AA
the treehouse at number 9
heroes

ARCh
Assisted Reading for
Children in Oxfordshire
www.archoxfordshire.org.uk

Ali Sparkes
the Shape of the Fox
Finding the Fox

The Mountain Blood
Lari...

Illustrated by...

How you can help support our work

As an individual you could:

- Donate at Localgiving: localgiving.org/charity/arch
- Shop online and support with easyfundraising: www.easyfundraising.org.uk/causes/archassistedreadingforchildreninoxfordshire
- Follow us on Facebook: www.facebook.com/ARChOxfordshire/
Linkedin: www.linkedin.com/company/assisted-reading-for-children/
X: x.com/Archoxfordshire
- Remember ARCh in your Will: archoxfordshire.org.uk/support-us/supporting-us-in-your-will

As a company/organisation you could:

- Sign up to the ARCh Company Volunteer Scheme
- Sponsor the ARCh service to a local school
- Sponsor a Book Box
- Adopt ARCh as your Charity of the Year
- Encourage staff fundraising
- Donate books and games
- Donation of meeting rooms
- Use payroll giving
- Donate gifts in Kind

What your money buys...

- £852 will recruit, train and equip a new volunteer and support them for one year
- £300 will buy 1 box of books and games
- £30 will buy 2 word games to encourage a fun session
- £10 will buy a book to engage a reluctant reader



Thank you to our donors, funders and supporters this year

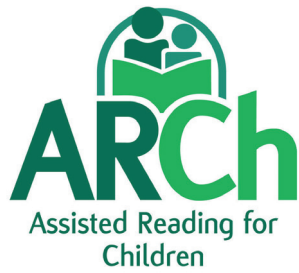
Many organisations and individuals have supported the charity during 2025 including those listed below.

- Bicester Town Council
- Didcot Powerhouse Fund
- Cherwell Good Causes
- Dovecote Café Kidlington
- Lennox Hannay
- Cherwell Business Awards
- Stonegarth Trust
- Shanly Foundation
- Pye Charitable Trust
- Barratt Foundation
- Newbury Building Society
- Wheatley Parish Council
- University of Oxford
- Bicester Town Council
- Well Together fund
- Witney Educational Foundation
- Oxfordshire Community Foundation Step Change
- Janet Money
- M&C Freeman
- South Oxfordshire District Council

Councillor Priority Fund from:

- Mark Lygo
- Michael Waine
- Donna Ford
- Judy Roberts
- Trisha Elphinstone
- Liz Leffman
- Bethia Thomas

We know that there is a bigger need than ever for ARCh, and together we have played a vital role in helping struggling children reach their true potential. Thank you to all.



www.archoxfordshire.org.uk

2025 Staff Team



Gobles Court, 7 Market Square,
Bicester, Oxon OX26 6AA

info@archoxfordshire.org.uk

Registered charity number 1146276. Company number 7962217