



PREMIER LEAGUE READING STARS 2013/14

Evaluation Report

Clémence Pabion

National Literacy Trust

2015

Words for life

Registered address: National Literacy Trust, 68 South Lambeth Road, London SW8 1RL
t: 020 7587 1842 **f:** 020 7587 1411 | contact@literacytrust.org.uk | www.literacytrust.org.uk

Registered charity no. 1116260 and company limited by guarantee no. 5836486 registered in England and Wales and registered charity in Scotland no. SCO 42944.
Patron: HRH The Duchess of Cornwall

rt

About the National Literacy Trust

We are a national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

Visit www.literacytrust.org.uk to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

Copyright

© National Literacy Trust 2015. You may report on findings or statistics included in this report if you accredit them to the National Literacy Trust.

Suggested reference for this report is: Pabion, C. (2015). Premier League Reading Stars 2013/14. Evaluation Report. London: National Literacy Trust.

We will consider requests to use extracts or data from this publication provided that you:

- Acknowledge that the content is the work of the National Literacy Trust and provide appropriate references in any publications or accompanying publicity;
- State that any views expressed are yours and not necessarily those of the National Literacy Trust.

Acknowledgements

We would like to thank the pupils and staff at the following schools and libraries without whom this study would not have been possible:

Bowbridge Primary school, Hothfield Junior School, Mansbridge Primary School, Grange Park Junior School, Kingsmoor Academy, Poole High School, Bigyn Primary School, SS John Fisher and Thomas More RC High School, Pudsey Bolton Royd Primary School, Churchill Gardens Primary Academy, Maybury Primary School, De Bohun Primary School, Mayfield School, Highfield School, Lister Community School, Capel Manor College, Sedgefield Primary School, Holyheads school, The Barclay School, Hamworthy Park Junior School, Easterside Academy, Heritage Park Community School, Highfields School, University CE Academy Ellesmere Port, Oasis Academy Parkwood, Bentham Library North Yorkshire County Council, Suffolk New Academy, West Earlham Junior School, Wilbraham Primary School, Derby High School, Queensbridge Primary School, King Charles I School, Newham Bridge Primary School, Wimbledon Chase Primary School, Sunnyfields Primary School, Windwhistle Primary School, Sir John Cass's Foundation and Redcoat School, Castor CE Primary School, Cantonian High School, Coppetts Wood Primary School, Harper Green School, Olive Hill Primary School, Heritage High School,, Thomas Clarkson Academy, St Gabriel's RC High School, St. George's RC High School, Norwich Primary Academy, St Thomas More RC Primary School, The Nottingham Emmanuel School, Audley Junior School, All Saints CE Primary School, Caldmore Community Primary School, Oasis Academy Henderson Avenue, Dell Primary School, Sir John Talbot's School, Wheatley Park School, Manford Primary School, Ludlow Junior School, St. Patrick's Primary School, Oasis Academy Lister Park, Francis Askew Primary School, Forest Gate Community School, Marsden Heights Community College.

Table of contents

Acknowledgements.....	2
Tables and figures	4
Executive summary.....	5
Key findings.....	5
Introduction	7
Brief background	7
What PLRS does to address these issues	7
Methodology	9
Sample demographics.....	9
Findings	10
Attainment.....	10
Reading enjoyment	10
Reading confidence.....	11
Book choosing skills	13
Attitudes towards reading and writing.....	13
Reading behaviours	14
Library use	16
Programme fixtures.....	17
Conclusion	18
Appendix.....	19

Tables and figures

Table 1: Average sub-level increase per group	10
Table 2: Reading enjoyment.....	11
Table 3: Reading enjoyment by primary and secondary schools	11
Table 4: Reading confidence	12
Table 5: Reading confidence by social background.....	12
Table 6: Reading confidence by primary and secondary schools	12
Table 7: Book choosing skills	13
Figure 1: Attitudes towards reading	14
Table 8: Attitudes towards writing.....	14
Table 9: Reading frequency	14
Table 10: Reading frequency by primary and secondary school.....	15
Table 11: Reading behaviours.....	15
Table 12: Reading behaviours by FSM	15
Table 13: Reading behaviours by primary and secondary schools	15
Table 14: Library use and memberships.....	16
Table 15: Library use by ethnicity	16
Table 16: PLRS films by primary and secondary school.....	17
Table 17: PLRS films by FSM	17

Executive summary

The National Literacy Trust's Premier League Reading Stars programme (PLRS) is a reading intervention for children aged 8 to 13 that captures the motivational power of football to inspire children and young people to read more and to improve their literacy skills.

PLRS is delivered by teachers and librarians. The programme delivers statutory requirements of the national curriculum through 10 football-themed literacy sessions. The sessions include activities to help children choose texts that are at the right level for them and of interest to them, and teaches them how to skim and scan for relevant information. In addition to lesson plans, supporting packs include challenge wall posters, reading journals, promotional posters, wristbands and pencils. The programme is further supported by online resources in which Premier League footballers talk about what, where and why they like reading.

In 2013/14, 888 children participated in our evaluation. Of the children and young people who participated, 74% were boys, 46% were in primary school and 33% were eligible for free school meals (FSMs). The proportion of children eligible for free school meals within PLRS participants is higher than the national average: disadvantaged children tend to have lower literacy than their better-off peers so they are more likely to be selected by teachers to take part in this motivational programme. The children were aged between nine and 13.

Attainment data were available for 812 of the participating children. Approximately 70% were boys and 30% were girls, and 29% of the sample were children on free school meals. Attainment data were also available for 231 non-participating children.

Key findings

- On average, surveyed children went up 1.3 sub-levels over the course of the 10-week programme, which represents approximately six months' progress. In comparison, children who did not participate in PLRS activities progressed by 0.85 sub-levels in the same period of time.
- Before taking part in the programme, the majority of children (63%) either did not like reading at all or only liked reading a bit. After the programme, twice as many children now enjoy reading either very much or quite a lot (73% vs. 35%). Reading enjoyment has particularly improved for primary school children over the course of the programme: half of them now say they like reading very much (51% compared to 24% before), while the proportion of children in primary schools who do not enjoy reading at all decreased from 13% to only 2%.
- After the programme, four children in five (84%) read confidently compared with only half (51%) of the sample before. Boys benefited more in terms of confidence than girls: they were slightly less confident than girls before (50% vs. 52%) but are more confident than girls after participating (86% vs. 74%). Asian children are the most confident of all groups after the programme: 65%

are very confident about their reading skills, while there was little difference between various ethnic groups before the programme.

- The proportion of children who read every day has doubled by the end of programme, increasing from 16% to 33%.
- Two children in five (37%) on FSMs, and three in ten (31%) of all surveyed children have joined a library because of the programme. Three children in ten (36%) say that they use the school library more often now than they did before PLRS.
- About two-thirds of children (66%) feel they are better now at choosing books that fit both their interests and their reading skills. This means they are more likely to read more and to enjoy reading more: 49% of children who are now better at choosing books say that they enjoy reading very much compared with 38% of the total sample. The children who took the online challenges are more likely than their peers to have improved their ability to pick books at the right level that meet their interests (74% are better at choosing books they enjoy vs. 71% of the total sample).
- Three children in five (60%) are now proud to be readers. Half (50%) the surveyed children now think that reading is cool and a third (34%) choose to read in their spare time. Primary school children have notably more positive attitudes than their older peers: 61% think that reading is cool vs. 38% of secondary school pupils. After completing PLRS children on FSMs display slightly more positive reading attitudes than their peers. For example, 55% think reading is cool as opposed to 48% of their peers.
- 66% said that watching footballers read made them want to read. They seem to directly link the pleasure of reading with the passion they have for football, and their admiration of footballers. 71% of the participating children watched the PLRS films online. Three in four said that the films inspired them to read more and the same proportion said they wanted to read the footballers' favourite books after watching the films.

In conclusion, the PLRS programme has a very positive impact on children's attitudes towards reading, their reading behaviours and their reading skills. It appears to be more effective with primary-aged school children and with pupils who receive FSMs. Although the programme attracts more boys than girls, there were no significant gender differences in terms of their attitudes and behaviours.

Introduction

The National Literacy Trust's Premier League Reading Stars is a reading intervention that captures the motivational power of football to inspire children and young people to read more and to improve their literacy skills. Over the past three years, thousands of children have used Premier League Reading Stars to raise their enjoyment of reading and their attainment.

PLRS is delivered by teachers and librarians. The programme delivers statutory requirements of the national curriculum through 10 football-themed literacy sessions. The sessions include activities to help children choose texts that are at the right level for them and that are of interest to them, and teach them how to skim and scan for relevant information. In addition to lesson plans, supporting packs include challenge wall posters, reading journals, promotional posters, wristbands, and pencils. The programme is further supported by online resources where Premier League footballers talk about what, where and why they like reading.

Brief background

Currently, one child in seven leaves primary school without the reading skills they need for secondary school. Research has shown that low literacy attainment in primary school is strongly linked to low attainment later in the education system, with many leaving school with no qualifications.ⁱ The gap widens between primary and secondary school, with nearly four in ten currently leaving secondary school without an A*-C grade in GCSE English.

For those coming from economically disadvantaged householdsⁱⁱ the situation is worse; these pupils are even less likely to reach the expected level in reading at the end of primary school, with one in four not attaining this standard.ⁱⁱⁱ The realities of living in poverty mean that the resources that facilitate a learning environment in the home are less readily available. Furthermore, those supporting their children in economically disadvantaged households are also more likely to struggle with their own literacy skills.^{iv}

In the UK, significantly fewer boys than girls reach expected literacy levels. On average one boy in six leaves primary school without the skills they need compared with one girl in eight.^v Low literacy levels, particularly amongst boys, are linked to low motivation to read. Boys enjoy reading less, spend less time reading and hold more negative attitudes towards reading than girls. This challenge stems from multiple social and environmental factors, including a lack of male reading role models and the challenge for many boys to find material to read that interests them.^{vi}

What PLRS does to address these issues

Premier League Reading Stars is designed to target those pupils with low reading attainment levels. This can be due to a low motivation to read, negative attitudes or a lack of confidence; often a combination of all three. The programme is flexible

enough to be used in both primary and secondary settings. In primary schools, it is aimed at Year 5 and 6 pupils who are struggling to reach the expected levels of literacy and are in danger of falling behind. In secondary schools, it is aimed at Year 7 and 8 pupils who did not reach Level 4b in reading at the end of Key Stage 2. It is particularly successful in transforming boys' attitudes towards literacy, engaging those who have a passion for football and using this passion to inspire a love of reading.

The programme allows practitioners to decide who will best benefit; consequently we often work with those from economically disadvantaged backgrounds and boys, as teachers identify these groups as being in greatest need.

Premier League Reading Stars raises reading levels by using footballers as role models to change attitudes towards reading. It introduces new types of text, inspires young people to read more and consequently improves their literacy skills.

Our previous evaluation reports showed that the encouragement of footballers inspires children and young people to read more; three children in four said that they read more now they know that footballers read. Our research also shows that footballers are the most popular role models for boys outside their immediate social environment, and for those on free school meals they are twice as popular^{vii}.

The programme draws on evidence that boys are also more likely than girls to enjoy reading different formats and style of texts and respond well to challenges when learning.^{viii} By using footballers as role models the programme engages young people to choose texts that they are interested in and changes their attitudes towards reading.

Premier League Reading Stars builds on evidence on what works the best for those who enjoy reading the least, supporting those most in need. Often this is pupils who are on free school meals (FSM) and boys. The programme is effective when closing gaps in attainment and targeting those working below their expected level.

Methodology

This evaluation used primarily a quantitative survey methodology, and focused on children's attitudes and attainment.

Attitudes were measured using a reflective survey administered online immediately after completion of the programme. The link to the online survey was sent to all participating teachers and schools, but not all completed it. This year, 888 children responded.

Attainment was measured by teachers independently before and after delivering PLRS activities in the form of reading sub-levels. All teachers were asked to provide attainment data both before and after the programme but not all teachers responded within deadlines and with all the required information. This year, attainment data were available for 822 participating children. In order to compare the progress of PLRS children with that of their peers, teachers were also asked to provide the same attainment data for pupils who did not take part in PLRS activities. Attainment data were available for 231 non-participating children.

Sample demographics

Of the 888 children who took part in the online attitudinal survey, three in four (74%) were boys, and one in four were girls (26%). In terms of ethnic background, the majority of respondents were White British (61%), with smaller proportions of Asian British (15%) and Black British (8%) children. Primary school and secondary school pupils were represented almost equally in the sample, with children aged between nine and 13. One child in three (33%) received FSMs.

Attainment data were obtained for 822 children who participated in PLRS this year. The gender representation seems to be similar to the proportions in the attitudinal survey, and in the programme in general, with about 70% boys and 30% girls. Likewise, approximately 30% of surveyed children were on FSMs, which is in keeping with the results of the attitudinal survey.

This year, attainment data were collected for non-participating children as well, in order to provide a reference for children receiving the PLRS intervention. These are children from the same classroom who did not participate in PLRS. Unfortunately, because this requires additional work from teachers who have already committed a lot of time and effort to their pupils' literacy for PLRS, attainment data were only available for 231 non-participating pupils from 19 schools. 60% were boys, 40% were girls and only 18% were on FSM. It should be noted that the data obtained from these peers are not control group data given the different profile of the children.

The demographic differences in these two samples show that PLRS children are more likely than their peers to be boys and to be on FSMs. This is consistent with the philosophy of PRLS, which strives to narrow the gap between boys and girls and between children who receive FSMs and their peers who do not by engaging them with reading via their passion for football.

Data were analysed by gender, ethnicity, primary vs. secondary school and FSMs. All tables are available in the appendix. Only significant differences are discussed within the report

Findings

Attainment

On average, children participating in PLRS improved their reading by 1.3 sub-levels (see Table 1), which is more than half a year's expected progress in only 10 weeks. This is particularly significant because children who were recruited to take part in PLRS activities were reluctant readers who were underachieving at school. Thanks to PLRS, over the course of one term they have achieved more than what was expected. They have also made more progress than their peers who were not engaged in PLRS: they progressed by 0.85 sub-levels.

Table 1: Average sub-level increase per group

	PLRS children	Non-participating children
All	1.30	0.85
Boys	1.21	0.86
Girls	1.32	0.85
FSM	1.20	0.88
Non-FSM	1.32	0.87

Note that the sample for non-participating girls and children on FSM is less than 100 individuals.

It appears that girls who participated in PLRS progressed slightly more than boys, although the difference is minimal. Likewise, it seems that children who receive FSMs are progressing very slightly below those of less disadvantaged backgrounds among the PLRS sample.

Reading enjoyment

One of the most important objectives of PLRS is to increase children's enjoyment of reading, notably by relating reading to football and the reading behaviours of footballers that most children admire.

The PLRS programme is based on research which demonstrates the importance of reading enjoyment for improved literacy skills and success in school, as well as on research evidencing the influence of role models in promoting behaviour change among children.

One of the primary objectives of the evaluation is therefore to assess whether PLRS has increased reading enjoyment among participating children, and whether the children attribute this to their participation in the football-orientated programme.

Children were therefore asked to think back to how much they enjoyed reading before they took part in PLRS activities and how much they enjoyed reading afterwards.

Table 2: Reading enjoyment

BEFORE				AFTER			
Not at all	A bit	Quite a lot	Very much	Not at all	A bit	Quite a lot	Very much
21%	42%	18%	17%	6%	20%	35%	38%

It is obvious from Table 2 that enjoyment has gone up. About a third of the sample say they enjoyed reading quite a lot or very much before the programme, as opposed to more than two-thirds afterwards. PLRS seems to have doubled the proportion of children who like to read among the sample.

In addition, 66% said that watching footballers read made them want to read. They seem to directly link the pleasure of reading with the passion they have for football and their admiration of footballers.

The analysis of the data by gender did not reveal any significant difference (see appendix): boys and girls seem to respond to the programme in very similar ways, and to display very similar levels of reading enjoyment before and after. Likewise, children of all ethnic backgrounds have seen their enjoyment of reading increase in similar proportions. Similarly, no differences were observable between children on FSM and their peers: all show an increase in enjoyment in similar proportions.

PLRS has been equally effective in primary and secondary schools but it is to be noted that secondary school pupils enjoy reading less than primary school children, both before and after the programme.

Table 3: Reading enjoyment by primary and secondary schools

	BEFORE				AFTER			
	not at all	a bit	quite a lot	very much	not at all	a bit	quite a lot	very much
PRIMARY	13%	39%	23%	24%	2%	13%	33%	51%
SECONDARY	29%	48%	13%	10%	9%	28%	38%	24%

After PLRS, 84% of primary school children and 62% of secondary school children say they like to read quite a lot or very much. This is consistent with attitudes reported before the programme, where older pupils like reading less than the younger ones. The progression is practically the same, with the proportion of pupils who like to read going up by 37 and 39 percentage points respectively in primary and secondary schools.

Reading confidence

Teachers and educators regularly notice that reluctant readers are those not only with the lowest literacy skills but also with the least confidence in their capacity to read and understand texts¹. PLRS therefore targets children's confidence as much as

¹ <http://www.teachers.org.uk/files/active/1/Reading-4-Pleasure-7225.pdf>;
http://www.literacytrust.org.uk/assets/0000/0562/Reading_pleasure_2006.pdf

their skills with online activities and challenges, motivated by a football-related reward, which make reading fun and can help children gain more confidence in their own reading skills.

Table 4 shows that before the start of the programme, one child in seven is not at all confident in their reading, while a third are not too confident. After PLRS, a clear majority of respondents now rate themselves as “confident” (38%) or “very confident” (46%), adding up to a total of 84% of participants who read confidently, compared with 51% of the sample before.

Table 4: Reading confidence

BEFORE				AFTER			
Not at all	Not too much	Confident	Very	Not at all	Not too much	Confident	Very
128	293	300	150	28	97	337	408
14%	33%	34%	17%	3%	11%	38%	46%

The differences between boys and girls in their confidence in reading are practically insignificant. Both groups are much more confident after completion of the programme with equivalent proportions in each category. When looking at ethnicity, it appears that White respondents are slightly less confident than respondents of other backgrounds, but the difference evens out in results after the programme (detailed tables available in the appendix).

Table 5 shows that children on FSMs are slightly less confident than their peers before the programme but they progress more, so that they reach the same levels of increased confidence afterwards

Table 5: Reading confidence by social background

	BEFORE				AFTER			
	Not at all	Not too	Confident	Very	Not at all	Not too	Confident	Very
FSM	18%	36%	28%	17%	3%	11%	38%	46%
Non-FSM	13%	31%	38%	17%	3%	11%	38%	46%

Table 6: Reading confidence by primary and secondary schools

	BEFORE				AFTER			
	Not at all	Not too confident	Confident	Very	Not at all	Not too confident	Confident	Very
PRIMARY	10%	29%	37%	22%	2%	6%	32%	57%
SECONDARY	18%	38%	32%	12%	3%	15%	46%	35%

As with the reading enjoyment results, secondary school pupils are much less confident readers than primary school children, both before and after PLRS. Their progress is more important, however, since the proportion of secondary school children who are “confident” or “very confident” goes up by 37 percentage points before and after the programme, compared with 30 percentage points in primary schools.

Book choosing skills

A significant barrier to enjoying reading and reading more is a child's capacity to pick books to suit them. Reluctant readers are often not able to find books that interest them, which is in part why they find reading boring. Likewise, children with low literacy skills may struggle when reading books aimed at stronger readers of the same age. PLRS therefore aims in part to improve the way children choose the books they read, both in terms of their interests and their skills, in order to make the reading experience easier and more fun and to start engaging reluctant readers.

Table 7: Book choosing skills

Better at picking books at right level	Better at picking interesting books
65%	67%

A clear majority of respondents (two-thirds) estimate that thanks to their participation in the programme, they are now better able to choose books that suit their reading levels and appeal to their interests. This might be a significant contribution to their increased enjoyment of reading and may participate in increasing the quantity of books they read, impacting in the long run on their reading skills.

Primary school children are more enthusiastic than secondary school pupils: three in four primary school respondents (75%) say they are now better at picking books they like and at the right level, compared with only three in five secondary school respondents (60%).

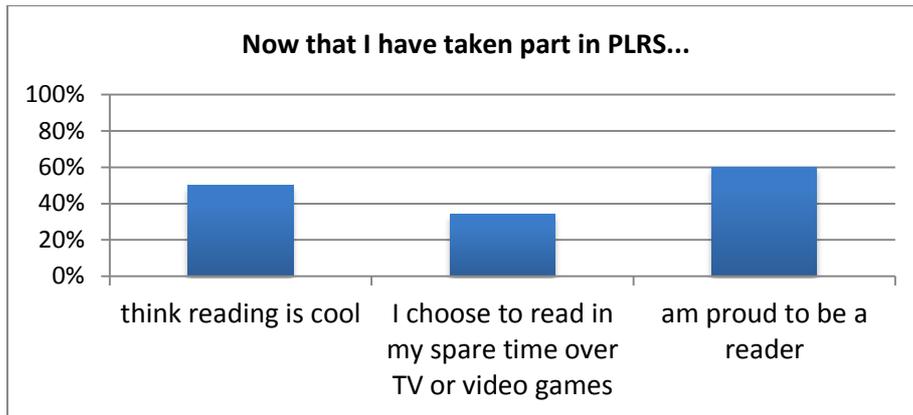
Asian children seem to have benefited from these aspects of the programme more so than any other categories with 76% saying they are better at picking books at the right level (vs. 64% of White respondents and only 51% of Black respondents) and 83% saying they are now better at choosing books they enjoy (vs. two-thirds of White respondents and about 60% of Black respondents).

Children who say they are now better at choosing books they enjoy and that are at the right level for them display higher levels of reading enjoyment after their participation in the programme (88% enjoy reading) than pupils who say their book selection skills have not changed (43% say they enjoy reading).

Attitudes towards reading and writing

Interestingly, while 50% of children agree that reading is cool, and 60% say they are proud to be a reader, only 34% say they are likely to choose reading over computer games or TV in their spare time (see Graph 2). This may indicate that although the programme can be successful at creating more positive attitudes to reading, it is less effective in influencing behaviours.

Figure 1: Attitudes towards reading



Asian respondents are a lot more likely than respondents of any other ethnic groups to say that reading is cool, that they read in their spare time and that they are proud to be readers. Unsurprisingly, attitudes are a lot more positive in primary schools than in secondary schools. Only two in five secondary school students think reading is cool, compared with three in five primary school pupils. Finally, it appears that children on FSMs have very slightly more positive attitudes towards reading than their peers.

Table 8: Attitudes towards writing

	The journal made me enjoy writing more	I'm more confident with my writing	I write more often
Yes	48%	53%	43%
No	26%	22%	27%

The programme seems to have had a very positive impact on the writing of participating children, with about half saying they are more confident in their writing (53%) and that keeping a reading journal throughout the activities has made them enjoy writing more (48%).

The behavioural outcomes are also positive, with 43% of children now writing more often, but they remain about 10 percentage points below the attitudinal outcomes, confirming the trend that the programme seems to affect attitudes more than it does behaviours.

Reading behaviours

Table 9: Reading frequency

BEFORE				AFTER			
Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost
27%	14%	40%	16%	14%	12%	39%	33%

The proportion of children who never read outside class has halved, decreasing from three in ten respondents who did not read before PLRS to one in ten after completing the programme. On the other hand, twice as many children say that they read outside class every day now that they have taken part in PLRS, increasing from only 16% of children who read every day before to a third who now say that daily reading has become normal to them after taking part.

There are very few differences between genders on reading frequency before and after PLRS. For both boys and girls, the proportion of children who never or rarely reads is cut in half after the programme, and the proportion of respondents who read every day is almost doubled.

Table 10: Reading frequency by primary and secondary school

	BEFORE				AFTER			
	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost
PRIMARY	15%	13%	46%	24%	5%	8%	38%	44%
SECONDARY	39%	16%	35%	8%	19%	16%	41%	21%

In keeping with responses on attitudes, reading behaviours in primary school are slightly more positive than in secondary school.

Table 11: Reading behaviours

Talks about reading with family more often	Now has a favourite author	Encouraged others to read
24%	49%	39%

About a quarter of respondents say that they talk about reading with their family more often now than they did before taking part in the programme. Approximately two in five have encouraged others to read (mainly by swapping or recommending magazines and books with their friends). In addition, about half the sample now has a favourite author, compared with only 15% before PLRS. These behaviours translate a genuine enjoyment of reading and a strong engagement with reading throughout the programme.

Table 12: Reading behaviours by FSM

	Talks about reading with family more often	Now has a favourite author	Encouraged others to read
FSM	26%	57%	43%
Non-FSM	23%	45%	38%

Children on FSMs are more likely than others to have acquired a favourite author while participating in PLRS. They are slightly more likely to have encouraged others to read and possibly talk about reading with their family a little more.

Table 13: Reading behaviours by primary and secondary schools

	Talks about reading with family more often	Now has a favourite author	Encouraged others to read
PRIMARY	28%	64%	49%
SECONDARY	20%	35%	29%

The programme has had a big impact on primary school children, with almost two in three having discovered a favourite author. This was not as effective among secondary school children: one in five already had a favourite author, and although that proportion doubled, it is nothing like the huge increase of 14% to 64%. Among primary school children. Likewise, only 29% of secondary school children encouraged others to read whereas half the primary school respondents could not wait to tell their friends about the books and authors they discovered.

Library use

Table 14: Library use and memberships

Visited a local library	Joined a local library	Uses local library more often	Uses school library more often
497	278	191	324
56%	31%	22%	36%

About three in ten respondents say they have joined the library because of their participation in the programme but only two in ten say they use their local library more often than before. This may be because the assessment took place too soon after the end of the programme to reflect newly adopted behaviours. It is noticeable that although children do not seem to use their local library frequently, they are more likely to use their school library: two in five respondents say they use it more often.

Of the 497 children who visited a library as part of the programme, 222 joined the library (45%) compared with only 56 children who did not visit a library (14%). 137 children who visited a library now say they use their local library more often (28%), compared with only 55 children who did not visit a library (14%). We can infer that the library visit has a significant impact on the membership of participating children, but less so on their behaviours, and that if the programme is implemented without the library visit it will not affect either library visits or memberships.

Table 15: Library use by ethnicity

	Joined local library because of PRLS	Uses local library more often	Uses school library more often
White	30%	20%	34%
Asian	35%	25%	48%
Black	34%	26%	40%

Black and Asian children seem to use their local library more than White respondents (by five percentage points), and they are also more likely to have joined the library because of PRLS (also by about five percentage points). Almost half the Asian participants say they use their school library more than before, compared to 40% of Black respondents and about a third of White respondents.

Programme fixtures

630 of the participating children watched the PLRS films online (71% of total sample). Three in four say that the films inspired them to read more and the same proportion say they wanted to read the footballers' favourite books after watching the films. This demonstrates the direct link between improved literacy attitudes and notably enjoyment, and the football component of the programme. Reluctant readers seem to have now associated their enthusiasm for Premier League football with their reading experience, which may sustainably alter their perception of reading and of themselves as readers.

Table 16: PLRS films by primary and secondary school

	Watched the PLRS films	Inspired by them	Wanted to read footballers' books
Primary	75%	81%	82%
Secondary	67%	68%	65%

It is clear that the films were even more successful among primary school children. Four in five were keen to read the footballers' favourite books.

Table 17: PLRS films by FSM

	Watched the PLRS films	Inspired by them	Wanted to read footballers' books
FSM	77%	79%	80%
Non-FSM	70%	72%	73%

Children on FSMs were slightly more likely to have watched the PLRS films, and they were also more likely to have been inspired by them. Four in five wanted to read the footballers' favourite books, which again is slightly more than children who are not on FSMs. This is particularly positive since children from disadvantaged backgrounds fall behind their peers in attainment from a very early age and suffer the consequences throughout their progression in school. It is therefore vital that PLRS targets children on FSMs and succeeds in engaging them. The above responses seem to suggest that the programme achieved well in this area.

CONCLUSION

In conclusion, it is obvious that PLRS brings significant change in attitudes, behaviours and attainment for participating children. They notably progress faster in attainment than other children in the same classroom, successfully catching up with their peers who had a better level of reading before the programme started. Attitudes to reading and associated behaviours are also very much improved at the end of the programme: reading enjoyment is significantly increased as is reading confidence. These go hand in hand with increased frequency of reading and more library memberships.

Appendix

Table A1: Gender breakdown of participants

Boys	658	74%
Girls	230	26%

Table A2: Ethnic background of participants

White	545	61%
Asian	130	15%
Black	68	8%
other or didn't say	145	16%

Table A3: Breakdown of primary and secondary school pupils

Primary school	411	46%
Secondary school	403	45%

Table A4: Breakdown of participants by social background

FSM	290	33%
Not on FSM	523	59%
Don't know, or rather not say	75	8%

Table A5: Reading enjoyment

BEFORE				AFTER			
Not at all	A bit	Quite a lot	Very much	Not at all	A bit	Quite a lot	Very much
187	377	158	155	52	180	308	337
21%	42%	18%	17%	6%	20%	35%	38%

Table A6: Reading confidence

BEFORE				AFTER			
Not at all	Not too much	Confident	Very	Not at all	Not too much	Confident	Very
128	293	300	150	28	97	337	408
14%	33%	34%	17%	3%	11%	38%	46%

Table A7: Reading frequency

BEFORE				AFTER			
Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost
244	127	354	142	123	110	344	291
27%	14%	40%	16%	14%	12%	39%	33%

Table A8: Social behaviours around reading

Talks about reading with family more often	Now has a favourite author	Encouraged others to read
214	437	345
24%	49%	39%

Table A9: Library usage

Visited a library	Joined library	Uses local library more often	Uses school library more often
497	278	191	324
56%	31%	22%	36%

Table A10: Book choosing skills

I'm better at choosing books at right level	I'm better at choosing books I enjoy
577	597
65%	67%

Table A11: Attitudes towards reading

	Reading is cool	Chooses to read in spare time	Proud reader
Agree	50%	34%	60%
Same as before	28%	20%	16%
Disagree	10%	28%	9%

Table A12: Attitudes towards writing

	The journal made me enjoy writing more	More confident with writing	Writes more often
Yes	48%	53%	43%
No	26%	22%	27%

Table A13: Reading enjoyment by gender

	BEFORE				AFTER			
	Not at all	A bit	Quite a lot	Very much	Not at all	A bit	Quite a lot	Very much
Girls	19%	37%	21%	20%	6%	21%	28%	43%
Boys	22%	44%	17%	17%	6%	20%	37%	36%

Table A14: Reading confidence by gender

	BEFORE				AFTER			
	Not at all	Not too much	Confident	Very	Not at all	Not too much	Confident	Very
Girls	14%	30%	33%	19%	5%	13%	35%	43%
Boys	14%	34%	34%	16%	3%	10%	39%	47%

Table A15: Reading frequency by gender

	BEFORE				AFTER			
	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost
Girls	20%	12%	43%	21%	11%	10%	40%	35%
Boys	30%	15%	39%	14%	15%	13%	38%	32%

Table A16: Social behaviours around reading by gender

	Talks about reading with family more often	Now has a favourite author	Encouraged others to read
Girls	22%	50%	42%
Boys	25%	49%	38%

Table A17: Library use by gender

	Visited a library	Joined library	Uses local library more often	Uses school library more often
Girls	61%	33%	21%	34%
Boys	54%	31%	22%	37%

Table A18: Book choosing skills by gender

	I'm better at choosing books at right level	I'm better at choosing books I enjoy
Girls	63%	64%
Boys	66%	68%

Table A19: Ethnicity by gender

	Boys		Girls		TOTAL
White	389	71%	156	29%	545
Asian	110	85%	20	15%	130
Black	55	81%	13	19%	68

Table A20: Reading enjoyment by ethnicity

	BEFORE				AFTER			
	Not at all	A bit	Quite a lot	Very much	Not at all	A bit	Quite a lot	Very much
White	40%	26%	18%	15%	7%	22%	35%	35%
Asian	12%	47%	14%	26%	4%	10%	35%	49%
Black	12%	53%	15%	19%	6%	22%	29%	41%

Table A21: Reading confidence by ethnicity

	BEFORE				AFTER			
	Not at all	Not too confident	Confident	Very	Not at all	Not too confident	Confident	Very
White	16%	35%	31%	15%	4%	13%	41%	40%
Asian	8%	34%	36%	20%	2%	3%	28%	65%
Black	9%	34%	37%	19%	0%	10%	38%	50%

Table A22: Social behaviours around reading by ethnicity

	Talks about reading more	Now has a favourite author
White	24%	48%
Asian	32%	59%
Black	29%	41%

Table A23: Library use by ethnicity

	Joined library because of PLRS	Uses local library more often	Uses school library more often
White	30%	20%	34%
Asian	35%	25%	48%
Black	34%	26%	40%

Table A24: Book selection skills by ethnicity

	I'm better at choosing books at right level	I'm better at choosing books I enjoy
White	64%	66%
Asian	76%	83%
Black	51%	59%

Table A25: Attitudes towards reading by ethnicity

	Reading is cool	I read in my spare time	Proud reader
White	47%	31%	56%
Asian	66%	48%	74%
Black	53%	37%	66%

Table A26: Attitudes towards writing by ethnicity

	Enjoys writing more	More confident writing	Writes more often
White	43%	50%	40%
Asian	62%	65%	52%
Black	62%	51%	47%

Table A27: Reading enjoyment by primary and secondary

	BEFORE				AFTER			
	Not at all	A bit	Quite a lot	Very much	Not at all	A bit	Quite a lot	Very much
Primary	13%	39%	23%	24%	2%	13%	33%	51%
Secondary	29%	48%	13%	10%	9%	28%	38%	24%

Table A28: Reading confidence by primary and secondary

	BEFORE				AFTER			
	Not at all	Not too confident	Confident	Very	Not at all	Not too confident	Confident	Very
Primary	10%	29%	37%	22%	2%	6%	32%	57%
Secondary	18%	38%	32%	12%	3%	15%	46%	35%

Table A29: Reading frequency by primary and secondary

	BEFORE				AFTER			
	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost	Never or rarely	Once or a few times a month	Once or a few times a week	Every day or almost
Primary	15%	13%	46%	24%	5%	8%	38%	44%
Secondary	39%	16%	35%	8%	19%	16%	41%	21%

Table A30: Social behaviours around reading by primary and secondary

	Talks about reading more often	Now has a favourite author	Already had one	Encouraged others to read
Primary	28%	64%	14%	49%
Secondary	20%	35%	17%	29%

Table A31: Library usage by primary and secondary

	Visited a library	Joined library	Uses local library more often	Uses school library more often
Primary	63%	36%	27%	37%
Secondary	50%	26%	14%	37%

Table A32: Book choosing skills by primary and secondary

	I'm better at choosing books at right level	I'm better at choosing books I enjoy
Primary	73%	76%
Secondary	59%	60%

Table A33: Attitudes towards reading by primary and secondary

	Reading is cool	Chooses to read in spare time	Proud reader
Primary	61%	38%	70%
Secondary	38%	31%	51%

Table A34: Attitudes towards writing by primary and secondary

	The journal made me enjoy writing more	More confident in writing	Writes more often
Primary	58%	57%	50%
Secondary	38%	48%	34%

Table A35: Outcome of PLRS films by primary and secondary

	Watched the films	Inspired by them	Wanted to read the books
Primary	75%	81%	82%
Secondary	67%	68%	65%

Table A36: Reading enjoyment by social background

	BEFORE				AFTER			
	Not at all	A bit	Quite a lot	Very much	Not at all	A bit	Quite a lot	Very much
FSM	21%	39%	18%	21%	6%	17%	36%	41%
Non-FSM	22%	44%	18%	15%	6%	21%	35%	38%

Table A37: Reading confidence by social background

	BEFORE				AFTER			
	Not at all	Not too	Confident	Very	Not at all	Not too	Confident	Very
FSM	18%	36%	28%	17%	3%	11%	38%	46%
Non-FSM	13%	31%	38%	17%	3%	11%	38%	46%

Table A38: Reading frequency by social background

	BEFORE				AFTER			
	Never or rarely	Monthly	Weekly	Every day	Never or rarely	Monthly	Weekly	Every day
FSM	27%	14%	40%	17%	14%	11%	38%	35%
Non-FSM	28%	15%	41%	15%	13%	13%	41%	31%

Table A39: Social behaviours around reading by social background

	Talks about reading with family more often	Now has a favourite author	Encouraged others to read
FSM	26%	57%	43%
Non-FSM	23%	45%	38%

Table A40: Library use by social background

	Joined library because of PLRS	Visits local library more often	Visits school library more often
FSM	37%	22%	40%
Non-FSM	28%	20%	36%

Table A41: Book choosing skills by social background

	I'm better at choosing books at right level	I'm better at choosing books I enjoy
FSM	70%	69%
Non-FSM	67%	64%

Table A42: Attitudes towards reading by social background

	Reading is cool	Chooses to read in spare time	Proud reader
FSM	55%	35%	63%
Non-FSM	48%	33%	59%

Table A43: Attitudes towards writing by social background

	The journal made me enjoy writing more	More confident in writing	Writes more often
FSM	55%	57%	48%
Non-FSM	45%	52%	40%

Table A44: Outcomes of PLRS films and online challenges by social background

	Watched films	Inspired to read	Wanted to read the books	Did the online challenges
FSM	77%	79%	80%	71%
Non-FSM	70%	72%	73%	70%

Table A45: Reading enjoyment by visits to football club during programme

	BEFORE				AFTER				Total
	Not at all	A bit	Quite a lot	Very much	Not at all	A bit	Quite a lot	Very much	
Visited a club	24%	40%	17%	18%	5%	21%	34%	39%	393
Did not visit a club	18%	42%	18%	16%	6%	19%	33%	36%	495

Table A46: Social behaviours around reading, by visits to football club

	Talks about reading with family more often	Encouraged others to read	Total
Visited a club	28%	44%	393
Did not visit a club	20%	35%	495

ⁱ Cassen, R. and Kingdon, G. (2007) *Tackling low educational achievement*. Available at: <http://www.jrf.org.uk/sites/files/jrf/2063-education-schools-achievement.pdf>

ⁱⁱ Defined by eligibility for Free School Meals

ⁱⁱⁱ Based on the expected level of attainment, Level 4, in Key Stage 2 reading tests
Department for Education (2013) *Statistics: Key Stage 2. National curriculum assessments at Key Stage 2: 2012 to 2013*. Available at: <https://www.gov.uk/government/collections/statistics-key-stage-2>

^{iv} National Literacy Trust. (2011) *Literacy: A route to addressing child poverty? Summary of key findings*
Available at: http://www.literacytrust.org.uk/assets/0001/1032/Literacy_Child_Poverty_2011.pdf

^v Based on the expected level of attainment; percentage of pupils' attaining Level 4 in Key Stage 2 Reading tests. Department for Education (2013) *Statistics: Key Stage 2. National curriculum assessments at Key Stage 2: 2012 to 2013*. Available at: <https://www.gov.uk/government/collections/statistics-key-stage-2>

^{vi} National Literacy Trust (2012) *Boys' Reading Commission*. Available at: http://www.literacytrust.org.uk/assets/0001/4056/Boys_Commission_Report.pdf

^{vii} *Reaching Out with Role Models. Role models and young people's reading*. Christina Clark, Sarah Osborne and George Dugdale, National Literacy Trust, April 2009. Available at: http://www.literacytrust.org.uk/assets/0000/0403/Role_models_2009.pdf.

^{viii} National Literacy Trust (2012) *Boys' Reading Commission*. Available at: http://www.literacytrust.org.uk/assets/0001/4056/Boys_Commission_Report.pdf