



## Evaluation Report Pop Up in Medway

14 - 18 March 2016

Supported by:



# 1. Executive Summary & Recommendations

## HEADLINE FINDINGS:

- **All pupils:** 72% thought their book was 'good' or 'excellent'. 74% 'liked' or 'loved' their author event.
- **Reluctant readers:** 39% rated their book and 47% the author event as 'good' or 'excellent'. 13% more read independently 'every day / week'.
- **Independent reading & writing frequencies:** 87% of teachers saw an increase.
- **Enjoyment & confidence:** Teachers observed a 21% increase in pupils' reading enjoyment; 18% increase in reading confidence; 13% in writing enjoyment and 11% in writing confidence.
- **Teachers:** 88% rated their book and their author event as 'good' or 'excellent'.
- **Novelty:** 81% of teachers were introduced to new books and new authors; 80% don't usually have authors visits in their school.
- **Teaching practice:** 56% of teachers said the project challenged their teaching practice, 50% said they learned something new.
- **SEND School:** Qualitative feedback from Bradfields Academy was overwhelmingly positive; staff have seen a tangible impact on the enjoyment of writing especially, and the length and quality of creative writing outcomes produced by their pupils.

## RECOMMENDATIONS:

- Encourage more parental engagement; some schools have shown great initiative and should share their best practice.
- Create volunteer roles for parents or carers, to be recruited via parents' and alumni associations.
- Strengthen the role of third spaces in the programme; the barrier of transport cost can potentially be addressed through Artsmark funding.
- Maintain the new created administrative cluster coordinator role for a small fee; the trial was very successful.
- Organise a celebratory 'launch' event, rather than another induction; as part of this there should be a Hub refresher, to increase take-up.
- Facilitate an exhibition after the programme for the cluster schools to share outcomes and heighten sense of joint accomplishment; encourage showcasing outcomes digitally on Pop Up Hub afterwards; Sir Joseph Williamson's Maths School may be able to organise.

## 2. Expressive Evidence of Observed Changes

### Reading enjoyment:

"Parents have told me that their children are starting to read at home."

High Halstow, Y3, *Can It Be About Me?*, Cheryl Moskowitz

"Children were excited to read ahead so they would be the one who could answer 'what happens next!'" Elaine, Y1, *The Night Pirates*, Deborah Allwright

"This was a book boys within my class enjoyed. They could share their experiences and enjoyed talking to family members about the life of a soldier." High Halstow, Y5, *Walter Tull's Scrapbook*, Michaela Morgan

"A more confident selection of independent reading material; stronger opinions about choice of topic, etc." SJWMS, Y8, *Buffalo Soldier*, Tanya Landman

### Reading confidence:

"A child began to read with expression." High Halstow, Y3, *Can It Be About Me?*, Cheryl Moskowitz

"Children want to read aloud during sessions to others." Elaine, Y2, *The Bear and the Piano*, David Litchfield

"Much more likely to comment on author technique / style / story. Many more voluntary ideas." SJWMS, Y8, *Buffalo Soldier*, Tanya Landman

"[Children were] asking for advice on more books that challenge them to read at home." SJWMS, Y9, *Sawbones*, Catherine Johnson

### Writing enjoyment:

"Stamina and excitement for writing has improved." Elaine, Y2, *The Bear and the Piano*, David Litchfield

"Children are writing at home and bringing it to school." Elaine, Y3, *The Colour Thief*, Karin Littlewood

"[Children] wanted to write poems at home and show them to me." Elaine, Y4, *Can It Be About Me?*, Cheryl Moskowitz

"More imaginative writing, wider range of vocabulary, more confident and creative in their writing." SJWMS, Y8, *Buffalo Soldier*, Tanya Landman

"Increased entry into creative writing competitions outside of class and their termly projects." SJWMS, Y9, *Sawbones*, Catherine Johnson

### Writing confidence:

"Children finally moving up in their levels and saying how pleased they were with this." High Halstow, Y3, *Can It Be About Me?*, Cheryl Moskowitz

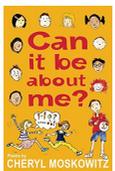
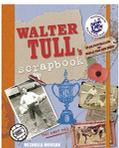
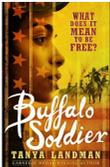
"[Children] extended, edited and improved writing without prompting." Elaine, Y5, *Jim's Lion*, Alexis Deacon

"Writing has become more adventurous and creative, and less safe." SJWMS, Y8, *Buffalo Soldier*, Tanya Landman

"More likely to share writing with rest of the class and accept feedback." SJWMS, Y9, *Sawbones*, Catherine Johnson

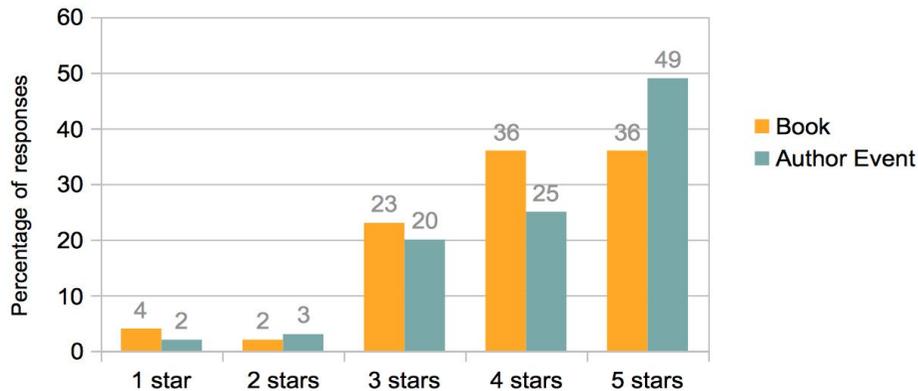
### 3. Case Study Books

These are the books used in the classes where teachers observed most changes in their pupils' reading and writing attitudes and behaviours.

SCHOOL	BOOK	READING	WRITING
Elaine, Y1 	<i>Deborah Allwright</i> <i>'The Night Pirates'</i> EGMONT	Teacher observed these <b>increases</b> amongst pupils between pre- and post- project surveys - relating to reading and writing enjoyment, confidence and abilities: 40% increase in pupils who have a higher than or same reading age as actual age 5% increase in pupils (very) confident in reading 40% increase in pupils who enjoy reading 'a lot'	Teacher observed these <b>increases</b> amongst pupils between pre- and post- project surveys - relating to reading and writing enjoyment, confidence and abilities: 25% increase in pupils (very) confident in writing 30% increase in pupils who enjoy writing
Elaine, Y2 	<i>David Litchfield</i> <i>'The Bear and the Piano'</i> FRANCES LINCOLN	46% increase in pupils (very) confident in reading 51% increase in pupils who enjoy reading 'a lot'	38% increase in pupils (very) confident in writing 43% increase in pupils who enjoy writing 'a lot'
High Halstow, Y3 	<i>Cheryl Moskowitz</i> <i>'Can It Be About Me?'</i> FRANCES LINCOLN	35% increase in pupils who have a higher than or same reading age as actual age 50% increase in pupils (very) confident in reading 25% more who enjoy reading 'a lot' / 'a little'	30% increase in pupils (very) confident in writing 30% more who enjoy writing 'a lot' or 'a little'
High Halstow, Y5 	<i>Michaela Morgan</i> <i>'Walter Tull's Scrapbook'</i> FRANCES LINCOLN	20% increase in pupils who have a higher than or same reading age as actual age 30% increase in pupils (very) confident in reading 20% more who enjoy reading 'a lot' or 'a little'	25% increase in pupils (very) confident in writing
SJWMS, Y8 	<i>Tanya Landman</i> <i>'Buffalo Soldier'</i> WALKER	13% increase in pupils who have a higher reading age than actual age 12% increase in pupils (very) confident in reading 20% more who enjoy reading 'a lot' or 'a little'	14% increase in pupils (very) confident in writing 29% more who enjoy writing 'a lot' or 'a little'

## 4. Pupil Enjoyment of Books & Author Events

Pupil Enjoyment  
as per their own responses



Of all pupils...

**74%** rated their author event with 4 or 5 stars

- **72% rated their book with 4 or 5 stars** ('good' or 'excellent'). However, on-the-spot surveys with a small sample of pupils from Bradfields Academy and Rochester Grammar saw 88% 4- or 5-star ratings; 83% said they liked the book more than before the event.
- **77% would 'probably'/'definitely' read another book by the author.** In the on-the-spot surveys, 75% said they generally wanted to read more books now.
- **82% were interested in the author's life.**

### Reluctant Readers:

- 16% of pupils said they DON'T enjoy reading. Of these 39% rated their book and 47% the author event as 'good' or 'excellent'.

### Primary / Secondary pupils:

- 22% more primary pupils rated their book with 4 or 5 stars (77% vs. 55% in the secondary).
- 12% more primary pupils rate their author event with 4 or 5 stars (77% vs. 65% in the secondary).

## 5. Independent Reading & Writing Behaviours & Attitudes

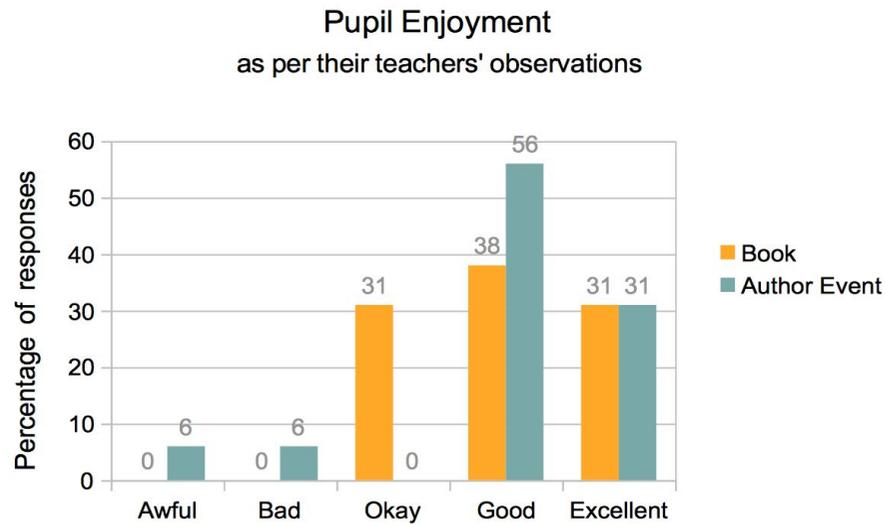
Teachers observed the following changes in reading and writing frequency amongst their pupils:

- 75% saw a slight and 13% a significant increase in independent **reading** frequency.
- 81% saw a slight and 6% a significant increase in independent **writing** frequency.

The pupil surveys show the following impact on independent reading behaviours, when comparing responses from before and after the project:

<b>All pupils:</b> <ul style="list-style-type: none"><li>• 5% more read independently 'every day' or 'every week'.</li></ul>	<b>Reluctant readers:</b> <ul style="list-style-type: none"><li>• 13% more read independently 'every day' or 'every week'.</li></ul>
<b>Primary / secondary gap*:</b> <ul style="list-style-type: none"><li>• 16% more primary pupils say they look forward to reading 'all the time' or 'often' as compared to secondary pupils.</li><li>• 20% more primary pupils say they <b>read independently</b> 'every day' or 'every week'.</li><li>• 39% more primary pupils say they <b>write independently</b> 'every day' or 'every week'.</li></ul> <p>* NB: Because the evaluated secondary is an all-boys school, it is impossible to distinguish between the age and gender gaps we tend to see reflected in survey results in all of our regions.</p>	

## 6. Teacher Perceptions of Pupil Enjoyment



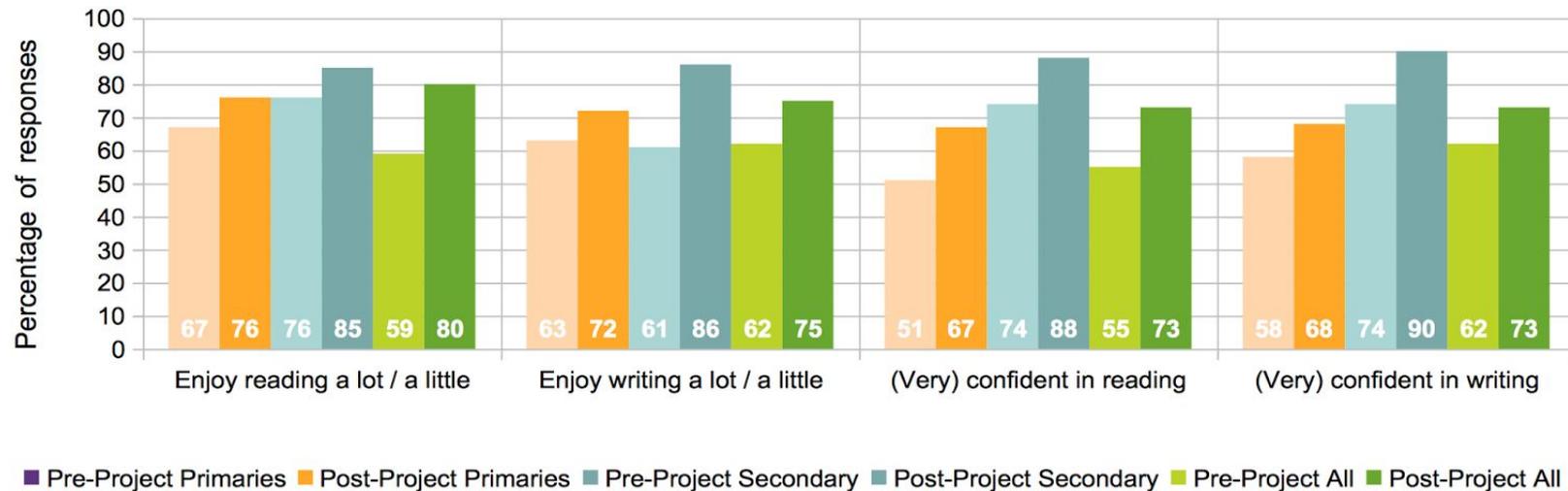
Of all teachers...

**87%** rated their pupils' enjoyment of the author event with 4 or 5 stars

- 69% rated their pupils' enjoyment of the book with 4 or 5 stars.
- 81% would 'definitely' or 'probably' work with another book by the author.
- 100% say their pupils now have a better understanding of how to become an author and what being an author involves.

## 7. Impact on Reading & Writing Enjoyment & Confidence

Reading & Writing - Pupil Enjoyment & Confidence  
as per their teachers' observation



Reading enjoyment: 21% increase

Writing enjoyment: 13% increase

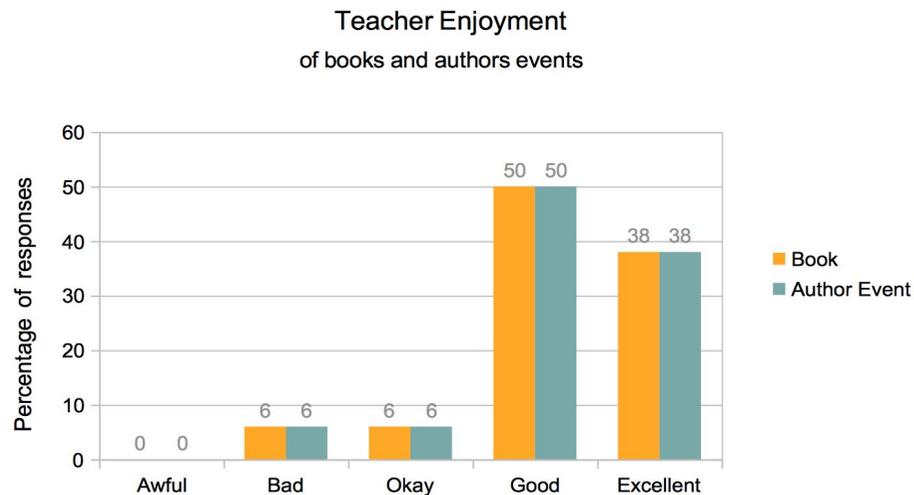
Reading confidence: 18% increase

Writing confidence: 11% increase

### Other changes observed:

- 7% increase in primary pupils considered by their teacher to have a reading age higher than or level with their actual age.
- 16% increase in secondary pupils considered to have a higher reading age than actual age.

## 8. Teacher Enjoyment & Self Appraisal



Of all teachers...



- 88% rated the book with 4 or 5 stars ('good' or 'excellent').
- 88% rated the author event with 4 or 5 stars.
- 81% were introduced to new books and new authors.

### Critical Comment:

*"It was tricky exploring the book and producing relevant, quality work in such a short term (4 weeks, 4 days). I could have done it more justice in a 'normal' length term."* Elaine, Y5 - Alexis Deacon's *Jim's Lion*

### Impact on teaching practice

- 56% of teachers said the project challenged their teaching practice, **50% said they learned something new**, quoting examples such as:

*"[I have learnt] how to use poetry to inspire creativity."*

*"The depth of meaning of the illustrations within the book."*

*"Working with a non-fiction text to produce amazing narrative stories and character descriptions."*

*"That material which is challenging and controversial can stimulate KS3 students in their own independent reading."*

*"There was detail in the book that was missed by myself and the children that we learnt when the author came in."*

## 9. Bradfields Academy SEN School

Nine authors were programmed to visit the school: Ellie Sandall, Ken Wilson-Max, Karen George, Angie Morgan, James Mayhew, Salvatore Rubbino, Alexis Deacon, Christopher William-Hill and Jane Ray.

A debrief meeting was held with the school coordinator and headteacher. Feedback was overwhelmingly positive and participation in next year's programme has been confirmed. The head was very interested in Pop Up's CPD programme and wants Bradfields teachers to be involved. The school is interested in attending an SEND networking meeting in London to help shape future SEN school programmes, and build a network with our other SEND partner schools.

### Expressive feedback:

*"There are pupils that have written pages of reviews, and other substantial pieces of creative writing. We wouldn't have gotten this nine months ago. The ethos in the school around creative writing has really changed and Pop Up is an important part of that."*

*"Pop Up are helping to change the ethos around reading in an environment where reading is not part of the culture at home. Many of the pupils here are second generation Bradfields."*

*"They produced good quality work, I was so proud of them. Meeting the authors just brought everything alive for them."*

*"80% of book choices were spot-on. Only the Ken Wilson-Max books were pitched slightly too low."*

### Recommendations:

- programme (some of the) same authors again as the school already built good relationships with them and were happy with the quality.
- programme with a focus on illustrators; illustrators worked out very well, "boosting the children's confidence immensely".
- programme longer sessions to allow for more interactive, in-depth work; 1h workshops don't always work well with existing schedules.
- deliver the books to the school as early as possible so teachers have more time to work with them.
- focus on parental involvement next year and use existing infrastructure to engage whole families, maybe in reading groups; many of their literacy problems are intergenerational.
- focus on aspects of 'festivity' and 'celebration'; tie programme in with entire cluster and build links with mainstream schools.

## 10. Appendix I

**EVALUATION SCHOOLS:** Elaine Primary, High Halstow Primary, Sir Joseph Williamson's Mathematical School, Bradfields Academy SEND school  
Complete data sets were obtained from 15 classes: 909 pupil and 31 teacher responses.

### DEMOGRAPHICS:

- 42% of pupil respondents were girls, 58% boys
- 6% said English was not their first language
- 87% described themselves as 'White British' or 'White European'; 4% preferred not to say
- Respondents came from all classes, Y1 to Y6 and Y8 & Y9
- The average class had 26 pupils, and included 3 SEN and 1 ESOL / EAL pupils

### OUTPUTS:

- 7 schools - 4 primaries, 2 secondaries, 1 SEN school
- 129 teachers
- 2,708 pupils
- 1 teacher induction event
- 1 pre-programme student event with Na'ima B Robert at SJWMS
- 1 CPD session with poet & senior lecturer at LJMU Andrew McMillan
- 98 author workshops relating to 85 different books by 33 authors
  - 14% of authors were from diverse backgrounds
  - 36% stories were diverse (featured diverse characters or world cultures)
  - 51% of books were new (published 2014-15 or later)
  - 2 events took place in Strood Library
  - £14,540 invested in commissioning authors
- 1,746 new books added to school libraries, £16,732 worth of books purchased

### METHODOLOGY:

- Pre- and post-project online pupil surveys with one class per year in the two evaluation primaries, two classes per year in the secondary
- Pre- and post-project online surveys with teachers of evaluated classes
- Post-event paper survey in a sample of author workshops attended by Pop Up staff to measure immediate reactions
- Evaluation meeting of Company Manager with staff (incl. headteacher) and pupils at Bradfields Academy SEND school
- Final debrief with all headteachers on May 5 to review the first draft of this report and make recommendations for next year's programme

## 11. Appendix II

### Summary - Medway Pilot Evaluation, March 2015

#### TEACHERS:

Online surveys were conducted before and after the project; they perceived:

- a 19% increase in pupils that have a higher reading than actual age.
- a 25% increase in pupils' reading confidence and 27% increase in writing confidence.
- a 22% increase in writing enjoyment.
  
- 100% were introduced to new, previously unknown books.
- 80% say the project influenced or challenged their teaching practice.
  
- 100% rated both their own enjoyment of the book and of the author event as 'good' or 'excellent'.
- 100% rated their class's enjoyment of the book and the author event as 'good' or 'excellent'.
- 100% would 'definitely' or 'probably' work with a different book from the same author.

In her independent evaluation report, Nikki Gamble observes: *"The teachers in Medway were extremely positive about the Pop Up experience."*

#### PUPILS:

More than 80% of pupils taking the survey identified as White British or White European. With 45% of participating authors being diverse, a large number of pupils met authors with different ethnic or cultural backgrounds from their own.

Pupil surveys showed:

- 67% rated their author event as 'good' or 'excellent'.
- The majority of pupils that don't usually enjoy reading rated the author event with the highest three ratings (56%).

Nikki Gamble observes: *"One of the exciting aspects of the workshops was the extent to which children and teachers were challenged to experience texts beyond their preferred choices. In some instances, this was reading outside the choices they would have made due to the gender driven marketing which is dominant in children's publishing."*

She continues to state:

- "The emphasis on diversity is also a great strength. There are many challenges here both from within publishing, availability and distribution of material, and teacher knowledge. In some of the schools visited, school populations are almost entirely British white ethnicity and there was little evidence of ethnic diversity in class book collections. It is evident that the Pop Up programme pushes the boundaries for these schools."
- "Particularly notable [...] was the work carried out by an illustrator in a secondary special school. The teacher gave a detailed account of the work and the specific benefits to the children. Special schools are not often included in literary festivals, events and programmes, so it was especially uplifting to hear this success story."

#### RECOMMENDATIONS:

- Organise an induction event for all teachers at the beginning of each programme to address the need to connect with all teachers simultaneously, and ensure all information filters through appropriately, including regional agendas and areas of focus, and to foster enthusiasm amongst the teachers as they realise they are part of a bigger whole; distribute briefing packs with key information;
- Encourage teachers to reflect more deeply on - and benefit more consciously from - their experience, including through the CPD opportunity.
- Explore different ways of pupil-led evaluation methodologies to gather more meaningful pupil data.
- Work more closely with schools to find a way to evaluate reading behaviour and Pop Up Hub usage in the home via parental surveys.
- Ensured that a larger number of classes can be directly linked via their pre- and post-project surveys; and that these classes can also be tracked over multiple years, to show the longer-term impact.