Evaluation Report
Pop Up in Peterborough

18 - 22 January 2016

Supported by:

phf Paul Hamlyn Foundation

1. Expressive Evidence of Observed Changes

Reading enjoyment:

"A child, who never reads at home, bought the next four of Guy Bass' books." St John's, Y5, *Stitch Head*, Guy Bass

"An SEN pupil now asks to be listened to reading, whereas before they were reluctant and made excuses not to read to an adult." Winyates, Y4, *Vanishing Trick*, Ros Asquith

"Students have been sharing more reading with each other." St John's, Y5, *My Life as a Goldfish*, Rachel Rooney

Reading confidence:

"Children moving up book levels because they believe they can." Winyates, Y2, *Beautiful Birds*, Emmanuelle Walker

"Knowing that Joseph encountered struggles on his journey [taught us that] it is okay to make mistakes to learn from." St. John's, Y4, *Werewolf Club Rules*, Joseph Coelho

"Children are being ambitious in their own book choices." St John's, Y5, *My Life as a Goldfish*, Rachel Rooney

"The buzz for books has led to an increase in the amount they read which has resulted in an increase in confidence." St John's, Y3, *A Walk in Paris*, Salvatore Rubbino

Writing enjoyment:

"[One] child chose to create the cover of the book with a blurb at home." St John's, Y5, *Stitch Head*, Guy Bass

"[Children are] bringing in writing they have done at home." Winyates, Y3, *Weasels*, Elys Dolan

"Children [have been] asking to make books of their own." Winyates, Y2, *Beautiful Birds*, Emmanuelle Walker

Writing confidence:

"Student had finished writing a short story and has now progressed onto the next one." OBA, Y7, *Artichoke Hearts*, Sita Brahmachari
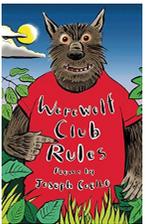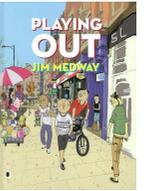
"Children had more to write about as they were so invested in the characters in the book." St John's, Y5, *Stitch Head*, Guy Bass

"Previous reluctant writers are now more willing to tackle writing tasks." Winyates, Y4, *Vanishing Trick*, Ros Asquith

"Children were keen to write independently and would choose to write during free choice activities and implement writing skills such as rhyme, that we had been focusing upon in literacy." St John's, Y2, *Beautiful Birds*, Emmanuelle Walker

2. 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 The class teacher observed these **increases** amongst pupils when comparing pre- and post-project surveys	WRITING The class teacher observed these **increases** amongst pupils when comparing pre- and post-project surveys
Winyates, Y4	*Ros Asquith* *'Vanishing Trick'* *FRANCES LINCOLN*	16% increase in pupils who have a higher reading age than actual age 15% increase in pupils (very) confident in reading 26% increase in pupils who enjoy reading 'a lot'	11% increase in pupils (very) confident in writing 49% increase in pupils who enjoy writing 'a lot'
St John's, Y4	*Joseph Coelho* *'Werewolf Club Rules'* *FRANCES LINCOLN*	18% increase in pupils who have a higher than or same reading age as actual age 40% increase in pupils (very) confident in reading 32% increase in pupils who enjoy reading 'a lot'	32% increase in pupils (very) confident in writing 19% increase in pupils who enjoy writing 'a lot'
OBA, Y7	*Jim Medway* *'Playing Out'* *BLANK SLATE*	30% increase in pupils who have a higher reading age than actual age 40% increase in pupils (very) confident in reading 35% increase in pupils who enjoy reading 'a lot'	55% increase in pupils (very) confident in writing 40% increase in pupils who enjoy writing 'a lot'

3. Pupil Enjoyment of Books & Author Events

Pupil Enjoyment
as per their own responses
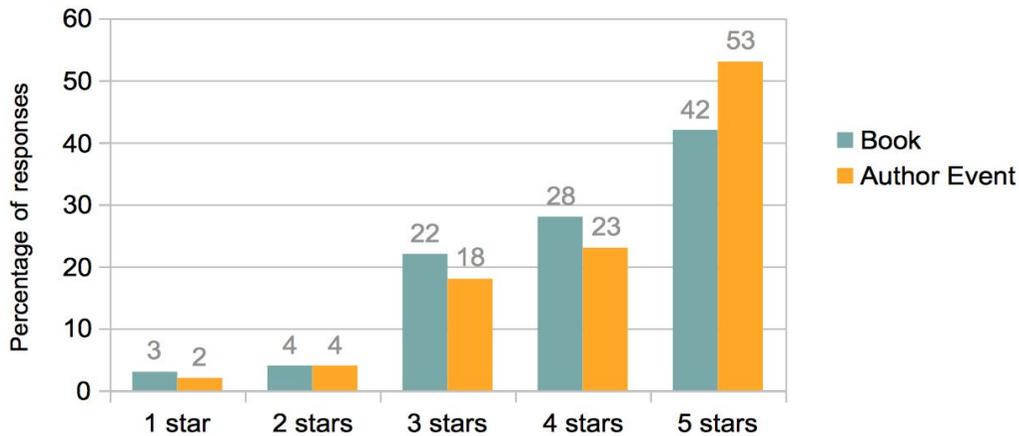
Of all Pupils…

76% rated their author event with 4 or 5 stars

- **70% rated their book with 4 or 5 stars** ('good' or 'excellent'). However, on-the-spot surveys with a small sample of Y3 & Y6 pupils from St John's saw 100% 4- or 5-star ratings both for the book and the author event, and all said they liked the book more than before the event.

- **79% would 'probably'/'definitely' read another book by the author.** In the on-the-spot surveys, 86% said they generally wanted to read more books now.

- **81% were interested in the author's life**.

Reluctant readers:

- 15% of pupils said they DON'T enjoy reading. Of these, 46% rated their book and 60% the author event as 'good' or 'excellent'.

Primary / Secondary pupils:

- 23% more primary pupils rated their book with 4 or 5 stars (76% vs. 53% in the secondary).
- 19% more primary pupils rated their author event with 4 or 5 stars (80% vs. 61% in the secondary).

# 4. Independent Reading & Writing Behaviours & Attitudes

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

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

- 63% saw a slight and 6% a significant increase in independent **writing** frequency.

The pupils surveys show the following impact on independent reading behaviours, when comparing responses from before and after the project:
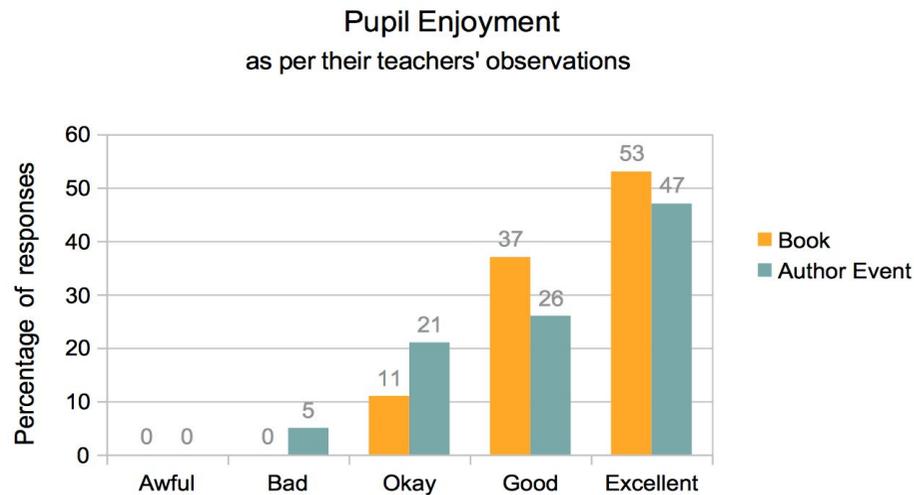
All pupils:	Secondary pupils:
5% more read independently 'every day' or 'every week'.	9% more read independently 'every day' or 'every week'. 14% less write independently 'every day' or 'every week'.
Reluctant readers: 4% more look forward to reading 'all the time' or 'often' 11% more read independently 'every day' or 'every week'	**Primary / secondary gap:** More primary pupils - Enjoy reading (11%). - Enjoy writing (12%). - Look forward to reading 'all the time' (21%). - Read independently 'every day' (22%). - Write independently 'every day (23%).

5. Gender Gap

Reading & Writing - Gender Gap
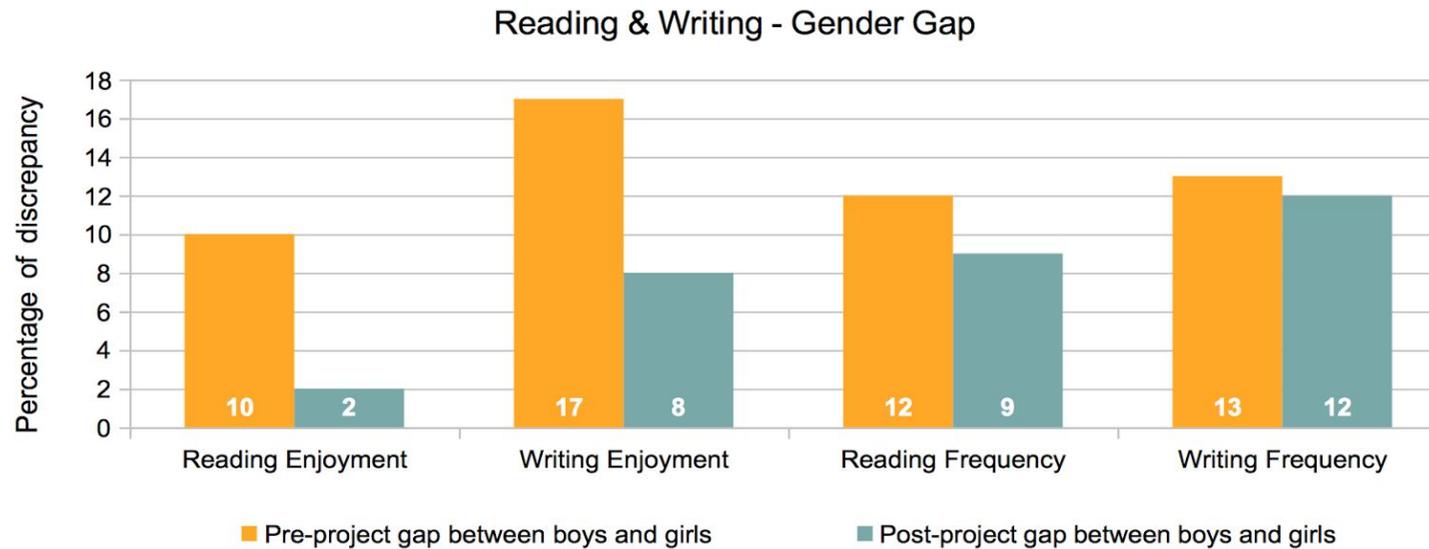
We were asked to look into the gender gap, which we already saw manifesting in the pilot project evaluation quite significantly, and slightly stronger than in other partner clusters. The graph shows the gap (in percentages) between boys and girls, before (in orange) and after the project (in cyan). Pre- and post-project results show a gradual convergence where enjoyment and independent reading and writing frequencies are concerned. **Across all pupil survey results, girls showed more positive attitudes and behaviours towards reading and writing**; they also rated their book and author event more positively.

6. Teacher Perceptions of Pupil Enjoyment

Pupil Enjoyment
as per their teachers' observations

Of all teachers...

90% rated their pupils' enjoyment of the book with 4 or 5 stars

- 70% rated their pupils' enjoyment of the author event with 4 or 5 stars.

- 79% would 'definitely' or 'probably' work with another book by the author.

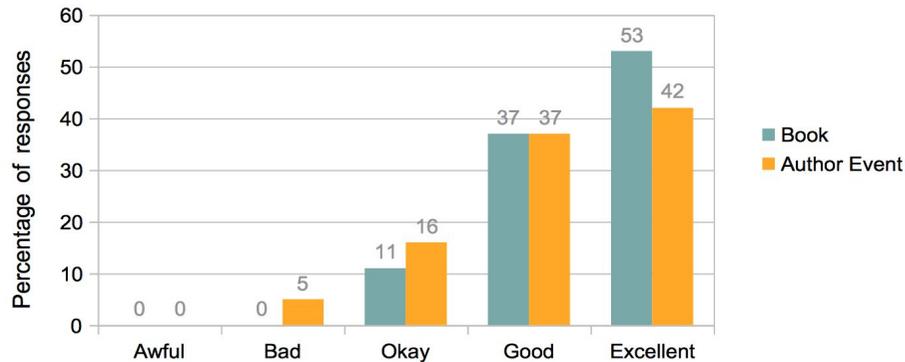- 68% say their pupils now have a better understanding of how to become an author and what being an author involves.

Teachers observed these changes relating to their pupils reading and writing enjoyment and confidence:

- 11% decrease in pupils considered by their teacher to have a lower reading age than actual age.

- 19% decrease in pupils that are not (very) confident in writing.

- 11% decrease in pupils that don't enjoy writing (much).

WRITING enjoyment is still overall ca. 10% lower than **READING** enjoyment. This mirrors findings from clusters of schools in other regions.

7. Teacher Enjoyment & Self Appraisal

Teacher Enjoyment
of books and authors events

Of all teachers...

95% were introduced to new books and new authors

- 90% rated the book with 4 or 5 stars ('good' or 'excellent').

- 79% rated the author event with 4 or 5 stars.

- 67% don't usually have authors visits in their school.

Impact on teaching practice

84% of teachers said they learned something new

- 74% of teachers said the project challenged their teaching practice.

"I have learnt that it is important for teachers to inspire students to be creative, and use passions that they have to inspire their writing."

"Changing the starting point from what pupils need to develop to what they want to write then using editing and improving more effectively by building in the skills in steps before final draft. We now work in the role of author, focusing upon the impact our writing has on our reader."

"[I now have] increased confidence in cross curricular planning and using a text as a topic focus."
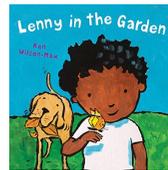
8. The Phoenix SEND School

Five authors were programmed to each spend one full day in the school. A story sack filled with sensory resources and communication devices to support storytelling was made to accompany each text.

Expressive evidence from teachers and teaching assistants

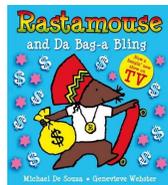FS/KS1

Lenny in the Garden

Ken Wilson-Max

"The children were very engaged throughout and the author's timing was brilliant with them. He was able to meet the needs of the children in both groups well."
"Resources in the story sack helped to support learning, and the story."
"It was great to do something as a department."

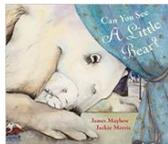KS2

Rastamouse & Da Bag-A Bling

Michael De Souza

"It was fascinating how Michael managed to engage each child by using their own particular noises, movements and behaviours to capture their attention and to bring them into the session."
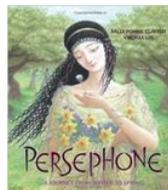
KS3

Can You See a Little Bear?

James Mayhew

"The session was broken into story, story with resources, painting to music, pupils painting to music and then painting at the table. The pupils particularly enjoyed painting to music at the easel."
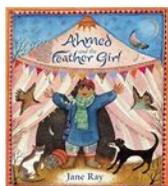
KS4

Persephone

Sally Pomme Clayton

"Pomme was lovely - really engaging and used resources well to engage the kids. She shortened the story only sharing key points which worked well for the class."

KS5

Ahmed and the Feather Girl

Jane Ray

"I thought the day was a great success. All my class were engaged with the text and the activities and have since chosen to return to the text on multiple occasions. The artwork produced by the classes was great and I am looking forward to being able to display it."

Debrief meeting with school coordinator and headteacher:

Main challenge

- focussing on the book, i.e. matching books with the appropriate complexity of content / language OR
- focussing on the author experience, i.e. matching authors who are experienced and very apt at engaging SEND audiences

Two teachers, who were worried at first about the complex themes or amounts of text of their chosen books, found the text still appropriate with a multi-sensory approach. It was decided to keep focussing on the experience rather than texts (below, 'festivity').

Recommendations

- programme same authors again as pupils' familiarity with them would be beneficial for enjoyment and attainment.
- deliver the books to the school as early as possible so teachers have more time to work with them.
- establish a curriculum theme link so that each book can be embedded over a term; repetition contributes to children's attainment.
- focus on aspects of 'festivity' and 'celebration'; tie programme in with entire cluster and build links with mainstream schools.

The school coordinator would be happy to lead a session on multisensory storytelling at our Pop Up Lab Conference in the future.

9. Appendix I

EVALUATION SCHOOLS: St John's Church School, Winyates Primary, Ormiston Bushfield Academy, the Phoenix SEND school
Complete data sets were obtained from 18 classes: 725 pupil and 37 teacher responses.

DEMOGRAPHICS:

- 51% of pupil respondents were girls, 49% boys
- 24% said English was not their first language
- 74% described themselves as 'White British' or 'White European'; 9% preferred not to say
- Respondents came from all classes, Reception to Y8
- The average class had 25 pupils, and included 3 SEN and 5 ESOL / EAL pupils

OUTPUTS:

- 8 schools - 6 primaries, secondary and 1 SEN school
- 90 teachers
- 2,380 pupils
- 1 teacher induction event
- 1 CPD session with poet & senior lecturer at LJMU Andrew McMillan
- 90 author workshops relating to 78 different books by 32 authors
  - 19% of authors were from diverse backgrounds
  - 16% of primary and 50% of secondary stories were diverse (featured diverse characters or world cultures)
  - 45% of books were new (published 2014-15 or later)
  - 16 events took place in third spaces [Central Library & Peterborough Museum]
  - £12,249 invested in commissioning authors
- 1,449 new books added to school libraries; £12,987 worth of books purchased
- 5 story sacks for multi-sensory storytelling created at the Phoenix SEN school, £1,030 invested

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 Education and Company Managers with staff (incl. headteacher) and pupils at the Phoenix SEND school
- Final debrief meeting with all heads on May 6, 2016 to review the first report draft and make recommendations for next year's programme

10. Appendix II

Executive Summary - Peterborough Pilot Evaluation, October 2015

A first draft of this evaluation report was discussed with representatives from PHACE, Peterborough Libraries and schools participating in the programme. As a result of this evaluation and the joint discussion we will take forward the following actions:

1. Develop a module / workshop for teachers to enable them to discuss evaluation questions with their pupils, explore concepts of 'honesty' and 'truthfulness', and consider the results reflectively together as a class, post-project.
2. Create a template 'reading champion' role that schools can use to select pupils who carry out activities to cultivate excitement about reading.
3. Send a parent newsletter before and after the project with information about the project and, afterwards, to signpost wider reading.
4. Consult with LAs and regional partners about the gender gap in reading and writing enjoyment and confidence; and work with schools to add initiatives to the usual Pop Up model, such as reading groups that target boys' attitudes towards and behaviours around reading and writing.
5. Develop a training module or INSET around visual literacy with illustrators or comic artists for teachers unfamiliar with but interested in working with illustrated and comic books in KS2 and KS3 classes.
6. Facilitate focus groups with the case study pupils when the results of their surveys are in, to gage if the data actually reflects their experiences; and create a simple survey for parents of case study pupils, including, where possible, an additional parent focus group.

We furthermore recommend that:

7. School clusters ensure that secondary schools complete the full evaluation requirements, otherwise data will only be relevant to primaries in future years.
8. Schools use promotional displays, articles on their website, and assemblies to build on pupil enjoyment and signpost other books.
9. Schools ensure Pop Up Hub is explored to encourage pupils to discover more books.
10. Library Services stock other titles by Pop Up authors and make schools aware of their offers, e.g. by running assemblies.