



Evaluation Report 2015-2016

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on behalf of Coventry University

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Executive Summary

665 children and 28 deliverers across Wales contributed data to an evaluation of the version of Premier League Reading Stars Cymru (PLRSC) that was delivered between September 2015 and June 2016. Not all children were able to contribute data at both pre- and post-test, and so the final analyses are based on 159 children who completed a questionnaire (which captured data on their reading motivation, reading attitudes, reading frequency and enjoyment of reading), and 160 children who completed a standardized assessment of their reading ability before and after the delivery of PLRSC. Some of these children and deliverers also participated in interviews and focus group discussions, which serve to contextualize these results.

This analysis has revealed that:

- Children who took part in PLRSC showed significantly greater improvement in reading enjoyment compared to children who did not.
- Children who took part in PLRSC showed significantly greater improvement in reading autonomy compared to children who did not.
- Children who took part in PLRSC showed significantly greater improvement in feelings of competence in relation to reading compared to children who did not.
- Children who took part in PLRSC showed a significantly greater improvement in how reading enabled them to connect to those they care about compared to children who did not.
- Children who took part in PLRSC showed significantly greater improvement in reading motivation compared to children who did not.
- Children who took part in PLRSC showed significantly greater improvement in standardised reading scores compared to children who did not.
- The more confident the PLRSC deliverer was, the greater the improvement in the children's standardised reading scores was.
- The longer the PLRSC sessions were, the more the pupils improved on a range of reading-related measures.
- Schools that had previously run PLRSC had better pupil outcomes than those who had not.
- Children whose school had received previous contact with clubs showed better growth in reading ability compared to those children whose school had not.
- Professionals who delivered PLRSC were primarily motivated to run it because they wanted to impact children's motivation to read, and their perception was that it positively impacted the motivation, reading ability, and reading attitudes of the children who participated.

We recommend that:

- Sessions are longer than an hour where this is possible and include a practical footballing element.
- Staff who have had real engagement with football are involved in the delivery of the programme where possible, possibly working alongside staff who deliver literacy activities.
- Club staff should be supported by a member of school staff in the sessions in relation to supporting children with low literacy and supporting their literacy needs in relation to the tasks.
- PLRSC training may need to be longer in order to focus on developing staff confidence.
- PLRSC training needs to share good practice across deliverers and increase deliverers' knowledge of strategies re how best to support the development of positive motivational orientations and support literacy.
- The cost of delivery of club-based PLRSC delivery should be reviewed to enable more schools to access tutors from Premier League Clubs for their delivery. Online delivery may be one way of effectively reducing the cost of materials, but the reliability of the www.extra-time.org website needs to be addressed, as do mechanisms for encouraging children to engage with the online resources, especially outside of school.
- The programme could be developed to exploit the potential of football to engage hard to reach parents in their children's education.

Background

Premier League Reading Stars Cymru (PLRSC) is a literacy intervention programme delivered by the National Literacy Trust (NLT) in partnership with the Premier League. Delivered by teachers, librarians and football education officers, PLRSC is a 10-session football themed programme that harnesses the motivational power of football to inspire children aged 9 to 13 to read more and to improve their literacy skills.

The programme has been delivered in Wales since 2014. For 2015/16, following a competitive tender process, the National Literacy Trust recruited Coventry University to conduct an evaluation of the impact of PLRSC in Wales, focusing on children's reading attainment and attitudes to reading as well as practitioners' experience of the programme.

Methodology

The evaluation methodology was designed to capture data on the following key outcomes (see Table 1).

Table 1: Table of Key Outcomes

Key Outcome Number	Outcome	Evidence
KO1	Children's enjoyment of reading	Pre-post test scores from survey
KO2	Children's reading frequency	Pre-post test scores from survey
KO3	Children's attitudes to reading	Pre-post test scores from survey / focus groups
KO4	Children's reading skills	British Ability Scales 3 word reading subtest scores
KO5	Practitioner experience, perceptions of impact on pupils and school	Survey and interviews

The evaluation had three main work packages:

Work Package 1: This was a quantitative comparison of pre- to post-test progress between
 (a) children who received PLRSC via Swansea City's outreach teams (referred to in this report as 'PLRSC Club');
 (b) children who received PLRSC delivered by school staff ('PLRSC School');
 (c) children from the same schools as group (b) but who were not selected to receive PLRSC ('Within school control group').

These children completed a survey before and after completing PLRSC, which collected data on their reading attitudes, reading motivation, enjoyment of reading and reading frequency, as well as information about their interest in football. A copy of the questionnaire can be found in Appendix 1. In addition, the children completed a standardised assessment of their word reading ability (assessed using the British Ability Scales Word Reading Subscales Subtest). For this comparison, schools were recruited from Denbighshire, Monmouth, Cardiff, Swansea and Carmarthenshire.

In addition, we also collected survey responses before and after PLRSC delivery from other schools across Wales who were running PLRSC between January and May 2016 (also included in the PLRSC School group).

Work Package 2: This element of the evaluation was a qualitative exploration of the children's attitudes to reading (KO3), and explored how engaging with their interest in football has impacted the children's reading behaviours. Focus group discussions were conducted with PLRSC children, including both those who had worked with Swansea City and those who had not. Four focus group discussions were completed in Chepstow, Neath, Swansea and Llanelli. We have integrated findings from this work package into our presentation of results from Work Package 1 in this report.

Work Package 3: This was a mixed methods analysis of practitioner experience of engagement with PLRSC. We prepared a survey, which was emailed to all teachers who engaged with the 2015/16 roll out of PLRSC. The questionnaire used can be found in Appendix 2. We also conducted interviews with PLRSC deliverers based in Chepstow, Gwent, Conwy and Swansea.

Sampling. For the online survey elements, all children from schools starting PLRSC between January and March across Wales were invited to take part. The survey was launched in January 2016 just before schools started delivering their activities, and a link to it was emailed out to all PLRSC schools on the PLRSC database by the National Literacy Trust, and a reminder to complete it was sent out one month later. The survey was available for completion in English and Welsh.

All schools that were known to be running PLRSC in Cardiff, Swansea, Monmouth, Denbighshire and Carmarthenshire were additionally invited to participate in the evaluation by Coventry University (via email initially), explaining that we wanted to assess the reading ability of the pupils before and after the programme. Swansea City's outreach coordinators were also contacted. Swansea were late in delivering PLRSC due to a change in key personnel (they started in late May), but we were able to assess children at two schools who were receiving the version of PLRSC delivered by Swansea City FC staff. All the schools who had participated in the pre-testing phase were re-contacted in April / May, and post-testing took place between May and June 2016.

The quantitative data available for analysis are summarised in Table 2 below. The analyses presented in this report are based on data available on the same children at both time points.

Table 2: Summary of pupil data collected

	Pre-Test		Post Test		Data Available at Both Time Points	
	Survey Data	Reading Data	Survey Data	Reading Data	Survey Data	Reading Data
PLRSC Club	33	24	10	13	0	13
PLRSC School	508	157	144	126	133	126
Within School Control Group	119	83	26	51	26	21
Totals	660	264	180	190	159	160
Total Number of Unique Children Assessed = 665						

Characteristics of the Children

Overall the total sample of 665 participants who participated in the evaluation were 58.8% male. There was an overrepresentation of males in the PLRSC groups (PLRSC Club = 29 boys and 4 girls; PLRSC School = 405 boys and 107 girls) relative to the control group (66 boys and 54 girls). 64% of the sample was formed of Key Stage 2 pupils, 33.5% were from Key Stage 3 and a further 1.7% were older than this, with the oldest participant being 18 years. The ethnicity of the children was predominantly white British (68.3%) with low (2.5% or less) representation of other ethnicities, but which included Asian and Black students, as well as students from European countries.

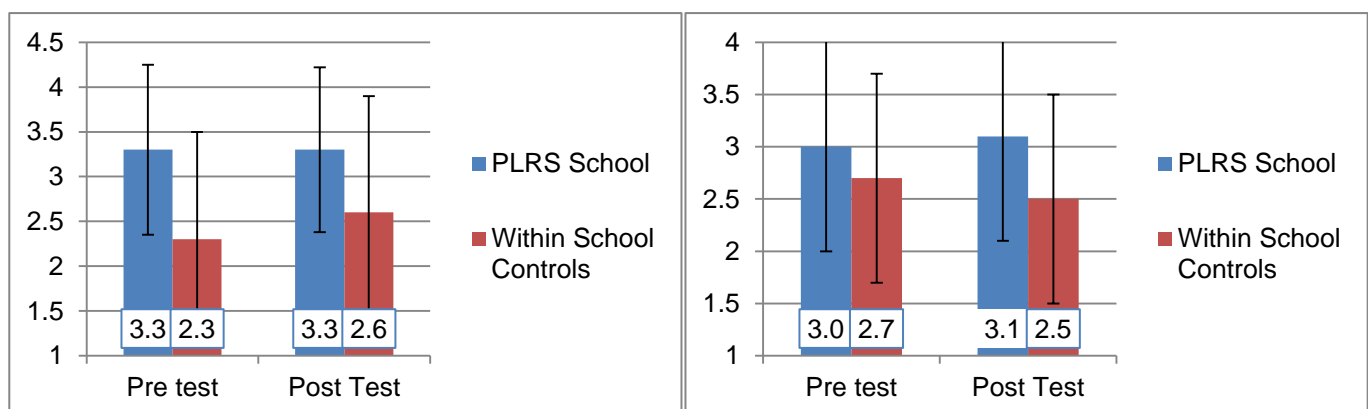
The analyses presented in this report are based on matched data (i.e. where a child completed either the reading test or the questionnaire at both pre- and post-test). The characteristics of this smaller sample (N = 223) are slightly different from those presented above. In particular there is a slightly higher representation of boys (73.1%); all PLRSC Club participants were male (N = 13), there were 124 boys and 35 girls in the PLRSC School group and 26 boys and 25 girls in the within school matched control group. 63.7% were drawn from Key Stage 2 with the remainder being from Key Stage 3. 49.8% of the children identified as White, with low (4.5% or lower) representation of other ethnicities, but which included Asian and Black students, as well as students from other European countries.

The mean age of the children in the PLRSC Club group was 9.9 years, for the PLRSC School group it was 10.3 years and the control group had a mean age of 10.4 years. With respect to the children for whom reading data were available, the average standardised reading score at pre-test was 87.3 in the PLRSC Club group (SD = 7.3), 90.2 in the PLRSC School group (SD = 10.4), and 90.5 for the children in the control group (SD = 13.1). In the first two conditions, these means are indicative of reading which is on the borderline for significant reading deficits for children of their age. The three groups do not differ significantly in terms of reading ability. It was not always possible to include PLRSC Club in the analysis of questionnaire data as there were too few children who gave data at both points to enable this.

Interest in football

The children were asked about the extent to which they liked to play or watch football at both pre- and post-test. They responded on a Likert scale where 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. As can be seen in Figures 1 and 2 below, the children in the PLRSC School group were more interested in both playing and watching football at both pre and post-test than the children in the control group were. However scores were relatively stable over time with no significant improvement on either measure.

Figure 1: Average Responses to 'I like playing football'¹ Figure 2: Average Responses to 'I like watching football'



¹ NB. Standard deviations are represented on the error bars on the graphs presented throughout.

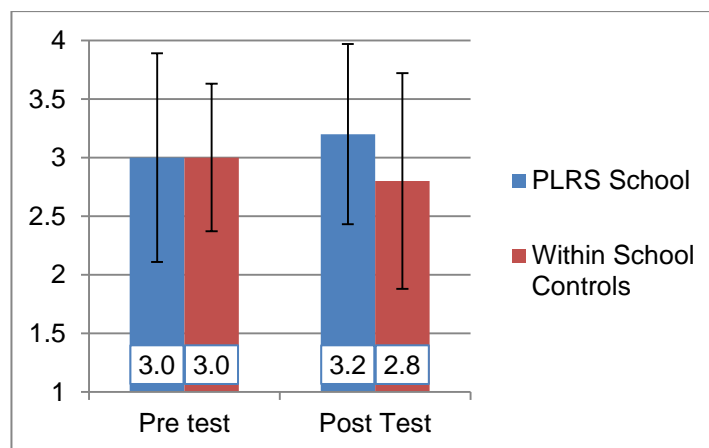
The clubs supported by the children included a mixture of Premier League Clubs, other football clubs and international clubs (both national and regional).

During the focus group discussions, there was consensus across pupils that teams were more important than individual players. Of the children who were interested in football, this in almost all cases had its origins in a family interest in the sport, with the children's fathers and friends influencing which teams they supported.

Impact on Children's Enjoyment, Confidence and Motivation to Read

The children were asked how much they agreed with the statement 'I enjoy reading' at pre- and post-test, using a four-point Likert scale of Strongly Disagree (1) through to Strongly Agree (4). It can be seen that **there was a significant impact of PLRSC participation on the children's enjoyment of reading**². That is, both groups were showing equivalent levels of reading enjoyment at the start of the project, but there was an improvement in the PLRSC group over time, whereas the control children showed decreased levels of reading enjoyment over the same period.

Figure 4: Average levels of agreement with 'I enjoy reading'



Most of the children we spoke to agreed that participation in the programme had impacted their enjoyment of reading in a positive way.

"I'm enjoying reading because of this club." (Neath focus group respondent)

"I like reading more now, didn't like reading before [PLRSC]" (Chepstow focus group respondent)

However, one of the Club deliverers struggled to engage the children with reading outside of school:

"But it was difficult to get the boys to read the books outside of the sessions, claiming they lost the book or forgot" (Swansea Club deliverer)

However, the children in that group felt that there was too much emphasis on football in the sessions and expectation that they should read at home. They wanted to spend some of that time reading in class:

"I think we should read in school as well. Less time football, more time reading" (Swansea Club Focus Group Respondent)

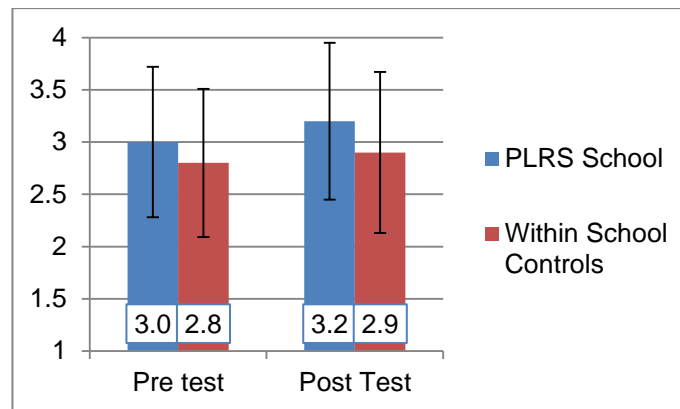
² The analysis run here and elsewhere in this report was an ANCOVA (where baseline performance on the outcome variable was used as the covariate. In this case $F(1,156) = 6.891$, $p = .01$, partial eta squared = .042.

As a respondent from another school put it:

"I don't care if it is related to football or not, needs to be fun". (Llanelli focus group respondent)

The children were also asked how much they agreed with the statement 'I am a confident reader' using the same four-point scale as before. Both groups improved in reading confidence between pre- and post-test (see Figure 5), and consequently there was no significant difference between the two groups.

Figure 5: Average levels of agreement with 'I am a confident reader'



The comments from the children during the focus groups also suggested that they were experiencing increased confidence in relation to reading:

"Because it is easier to read when you are reading more." (Neath focus group respondent)

"When you get these books you are determined to try and read more." (Neath focus group respondent)

Some deliverers also observed increased confidence in reading:

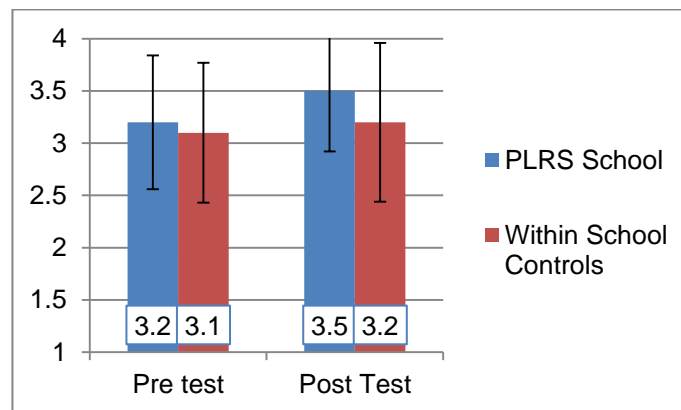
"[The children] didn't enjoy reading aloud in the sessions to begin with but as the weeks went on they seemed more confident in reading aloud in sessions. They were also very keen on reading the annuals or match programmes and would insist on reading the same annuals or match programme over and over." (Swansea Club Deliverer – interview response)

We also evaluated the impact of PLRSC participation on the children's feelings of autonomy, competence and relatedness in relation to reading. These elements are important as they are linked to the children's levels of self-determination in relation to reading which are, in turn, linked to motivation to read. Self-Determination Theory holds that the motivational regulations underpinning behaviour (i.e. intrinsic, extrinsic, and amotivation) vary in their degree of self-determination. More self-determined regulations are desirable and are assumed to result when individuals experience satisfaction of the basic psychological needs for **competence**, **autonomy** and **relatedness**.

Autonomy need satisfaction is experienced when people feel a sense of control regarding their choices and decision making in the context at hand. This need is also fulfilled when individuals perceive their actions are consistent with their sense of who they are. This was assessed by the degree of agreement (using the four point Likert Scale) with the following statements: "I am free to choose my own reading", "I have control over what I read" and "My reading

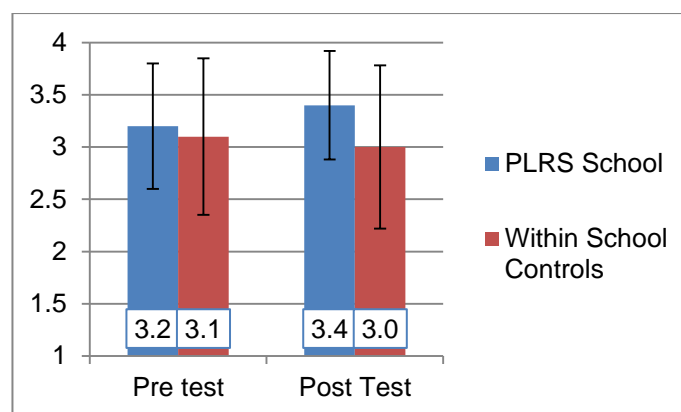
choices are based on my true interests”³. We observed a significant positive impact of PLRSC participation on reading autonomy scores⁴ (see Figure 6).

Figure 6: Average Perceived Autonomy in Reading Scores



Competence need satisfaction refers to feeling effective at a task, or asserting influence and feeling a sense of mastery within their immediate environment. This was assessed using the participants’ degree of agreement (using the four-point Likert Scale) with the following statements: “I am good at reading”, “I understand most of what I read” and “I feel my reading is improving”⁵. We found a **significant positive impact of PLRSC participation on levels of student competence in relation to reading**⁶, with the PLRSC School groups reporting higher levels of competence over time, whereas the control group reported a small decrease in perceived reading competence over the same period (see Figure 7 below).

Figure 7: Average Scores on Perceived Competence in Reading



Relatedness need satisfaction reflects an individual’s sense of belonging and connectedness to others in the context of reading. This need is fulfilled when participants feel cared for, supported and respected by those in their community. This was assessed using the participants’ degree of agreement (using the four-point Likert Scale) with

³ Scale alpha = .734

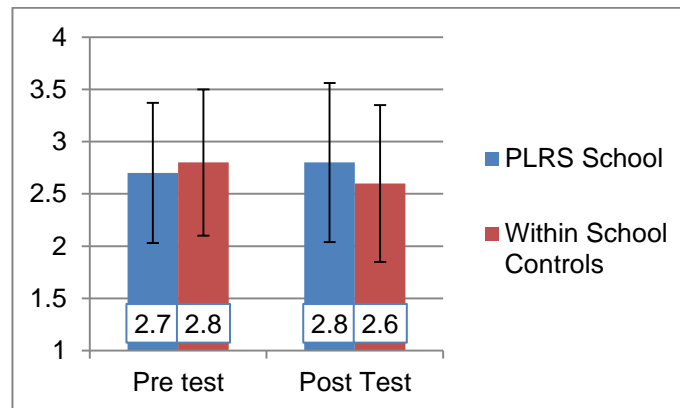
⁴ $F(1,156) = 3.978$, $p = .048$, partial eta squared = .025

⁵ Scale alpha = .694

⁶ $F(1,155) = 13.824$, $p < .001$, partial eta squared = .082

the following statements: “When I read I am supported by others”, “Reading brings me closer to those I care about”, and “Reading helps me connect with people who are important to me”⁷. **We found a significant effect of PLRSC participation on children’s sense of relatedness**⁸, with the control children showing declining levels over time, whereas PLRSC children showed improvement (see Figure 8).

Figure 8: Average Scores on Perceived Relatedness in Relation to Reading



As motivation is complex and multifaceted, and some forms of motivation are less desirable than others, we examined the impact of participation in PLRSC on five different dimensions of motivation, as follows:

- *Amotivation* – Feeling helpless in an activity / situation. There is complete lack of motivation, and withdrawal is very likely and imminent.
- *External regulation* – The individual feels external pressure to read, e.g. to avoid punishment or seek reward.
- *Introjected regulation* – The individual feels internal pressure to read, out of feelings of guilt or embarrassment.
- *Identified regulation* – The value of reading is recognised, and is done out of choice.
- *Intrinsic motivation* – For the inherent satisfaction and pleasure experienced from reading.

A summary of the children’s scores on each of these different forms of motivation is presented in Table 3. **There was a significant positive effect of PLRSC participation on the children’s levels of external regulation⁹ and on their levels of identified regulation¹⁰ relative to the children in the control group.** That is, for both these measures, the children in the PLRSC group improved over time, whereas the control children showed a decline in these aspects of motivation over the same time period. External regulation was assessed by agreement with the following items: “Because I’ll get in trouble if I do not read”, “Because that’s what I’m supposed to do” and “Because I feel pressure from others”. The observed increases in these two particular dimensions of motivation for the PLRSC group are not surprising given the strong emphasis on rewards and incentives within the sessions, and the increased awareness by pupils on the benefits that reading can bring.

“I only go because it is football related and sometimes you get chocolate” (Llanelli focus group respondent)

⁷ Scale alpha = .674

⁸ $F(1,155) = 4.753$, $p = .031$, partial eta squared = .03

⁹ $F(1,151) = 4.943$, $p = .028$, partial eta squared = .028

¹⁰ $F(1,152) = 5.226$, $p = .024$, partial eta squared = .033

“[Explaining how they get the stickers and other rewards] By reading our books, trying hard, doing the activities, if you are good [deliverer] will give you a sticker. I have been working my socks off.” (Swansea focus group respondent).

“When you get these books you are determined to try and read more.” (Neath focus group respondent).

“Stickers make us feel proud of ourselves, done a good job.” (Swansea focus group respondent).

“We have looked at some videos and the other week we did a quiz to watch a Swansea video. It was about how reading helps you with life. Reading does help you with life.” (Swansea focus group respondent).

There were no other significant differences between groups over time on the other motivation subscales.

Table 3: Breakdown of motivation scores by subscale¹¹, group and time of testing (standard deviations in parentheses)

		PLRSC School	Within School Controls
Amotivation	Pre	2.09 (.78)	2.09 (.85)
	Post	2.04 (.80)	2.14 (.93)
External	Pre	2.38 (.63)	2.77 (.78)
	Post	2.42 (.75)	2.31 (.66)
Introjected	Pre	2.42 (.72)	2.61 (.80)
	Post	2.53 (.75)	2.65 (.65)
Identified	Pre	3.32 (.67)	3.37 (.74)
	Post	3.45 (.55)	3.19 (.80)
Intrinsic	Pre	3.05 (.94)	2.97 (.94)
	Post	3.21 (.84)	2.95 (1.10)

Impact on Children’s Reading Frequency

Children from each focus group reported that they felt that participation in the programme had led to a positive change in their reading behaviours. They felt that they now read more, and in some cases that they read different things outside of school.

“We have been changing our books.” (Neath focus group respondent, talking about selecting books from the resource box provided as part of PLRSC).

“We chose a book of what they give us and we take it home, then the next week we come back and talk about what it is about and all that, and how much we have read.” (Neath focus group respondent).

“I have been reading more.” (Llanelli focus group respondent).

¹¹ Motivation subscale alphas were as follows: Amotivation = .720; external regulation = .553, introjected regulation = .653, identified regulation = .745, intrinsic motivation = .921

“Extra two pages a day.” (Neath focus group respondent).

Some of the children we spoke to who were working with Swansea City FC felt that there was too much emphasis on football at the expense of reading, especially those children who were not as interested in football and those who needed more support to work through the fixtures:

“I think we should have more reading.”

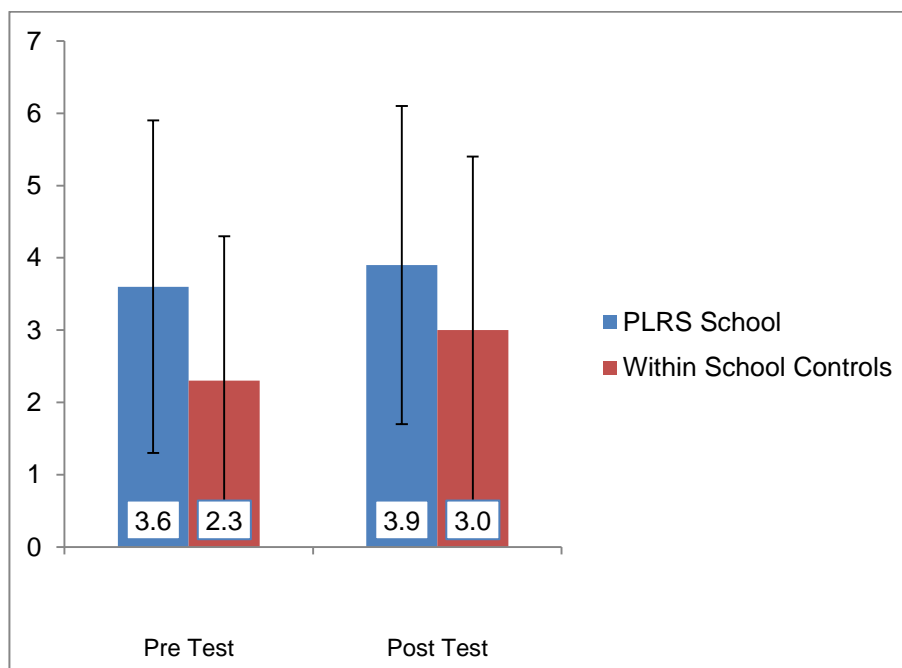
“I think we should read in school as well. Less time football, more time reading.”

“I can’t find a book that I like, if I could find a book I like I would probably read more often.”

“There should have been more books, and not just football books.”

The children’s questionnaire also asked the children to indicate how frequently they read different types of reading materials, and this was assessed on a seven-point Likert scale where 7 = ‘everyday’ and 1 = ‘never’ (see Appendix 1). When we examined the data obtained from the children’s surveys we found that **the children in the control group showed a significant increase in the frequency with which they read match programmes**¹². When this result is considered alongside the other strong increases in reading of football-related material by children in the within school control groups, this may be indicative of a spillover effect of PLRSC participation on other students at the school, as this may be down to increased resourcing of football-related reading material in the schools. There was no evidence of any other significant differences in reading frequency.

Figure 9: Average scores at pre- and post-test, for the children’s frequency of reading match programmes



¹² $t = -2.226, p = .027$

Impact on Children's Attitudes to Reading

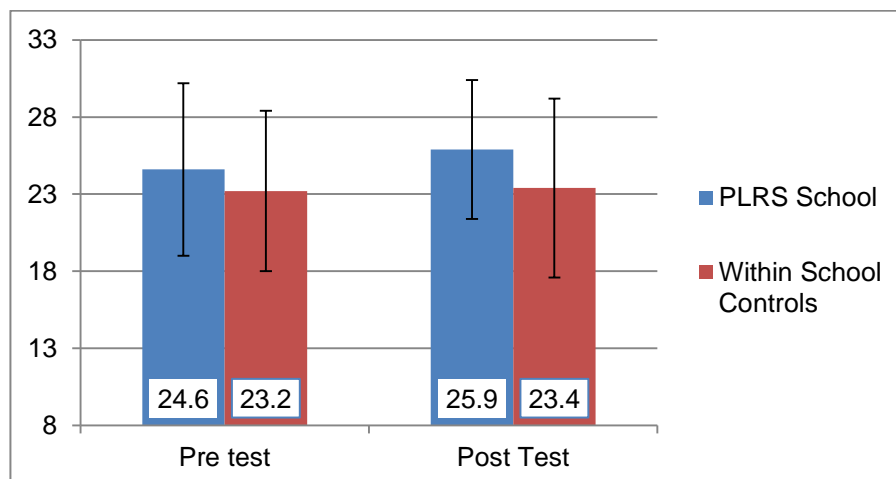
The children were asked to indicate how strongly they agreed with a series of eight attitudinal statements to do with reading¹³, using the four-point Likert scale used before, which ranged from Strongly Disagree to Strongly Agree. The items used were:

- I think it is important to read during school holidays.
- I think reading is fun.
- I believe reading in my spare time is pointless.
- I think it is good to read lots of different things.
- I think reading is just for school.
- I believe reading is a waste of time.
- I think reading is boring.
- I believe reading helps you to become cleverer.

As can be seen, we used a mixture of positively and negatively worded statements, but the items were scored so that a high score was indicative of a positive attitude.

The average total scores obtained at pre- and post-test across the eight items are shown in Figure 10 and although there is a slight increase in the PLRSC group over time, there are no significant differences between groups on this measure. From the focus group discussions we held with the children, we also found that although the children were broadly positive about participating in PLRSC, there was a mixture of children who felt more positively towards reading and those whose attitudes to reading and books seemed to be unchanged.

Figure 10: Pre- to post-test change in mean attitudes to reading

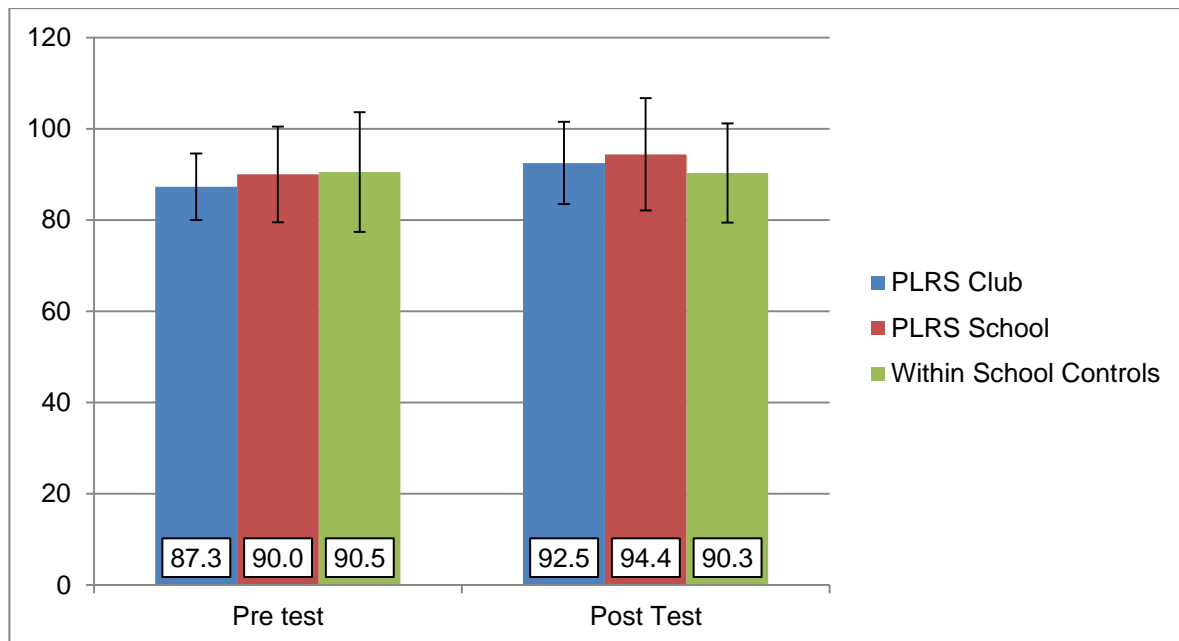


¹³ Scale alpha = .899

Impact on Children's Reading Skills

To assess the impact of PLRSC participation on reading skills, we assessed the children's performance on a test of single word reading (British Ability Scales 3 Word Reading Subtest). **We found a significant effect of PLRSC participation on the children's standardized reading scores¹⁴.** That is, children who were in the PLRSC School group made significantly greater gains in standardized reading scores compared to the control group, improving by 4.4 standardized score points (see Figure 11). When we look at the children's reading ages we find that this group improved their reading by roughly eight months of development in just 3 months. The PLRSC Club children improved by 5.2 standardised score points on average, but as there were only 13 children in this group this difference was not strong enough to demonstrate a statistically significant improvement over the performance of the control children, but it is nevertheless noteworthy. To be clear, an improvement in standardized reading scores indicates that the children are making progress at a rate faster than we would normally expect through normal maturation alone (in other words, they are beginning to catch up with peers).

Figure 11: Children's standardized word reading scores at pre- and post-test, by group

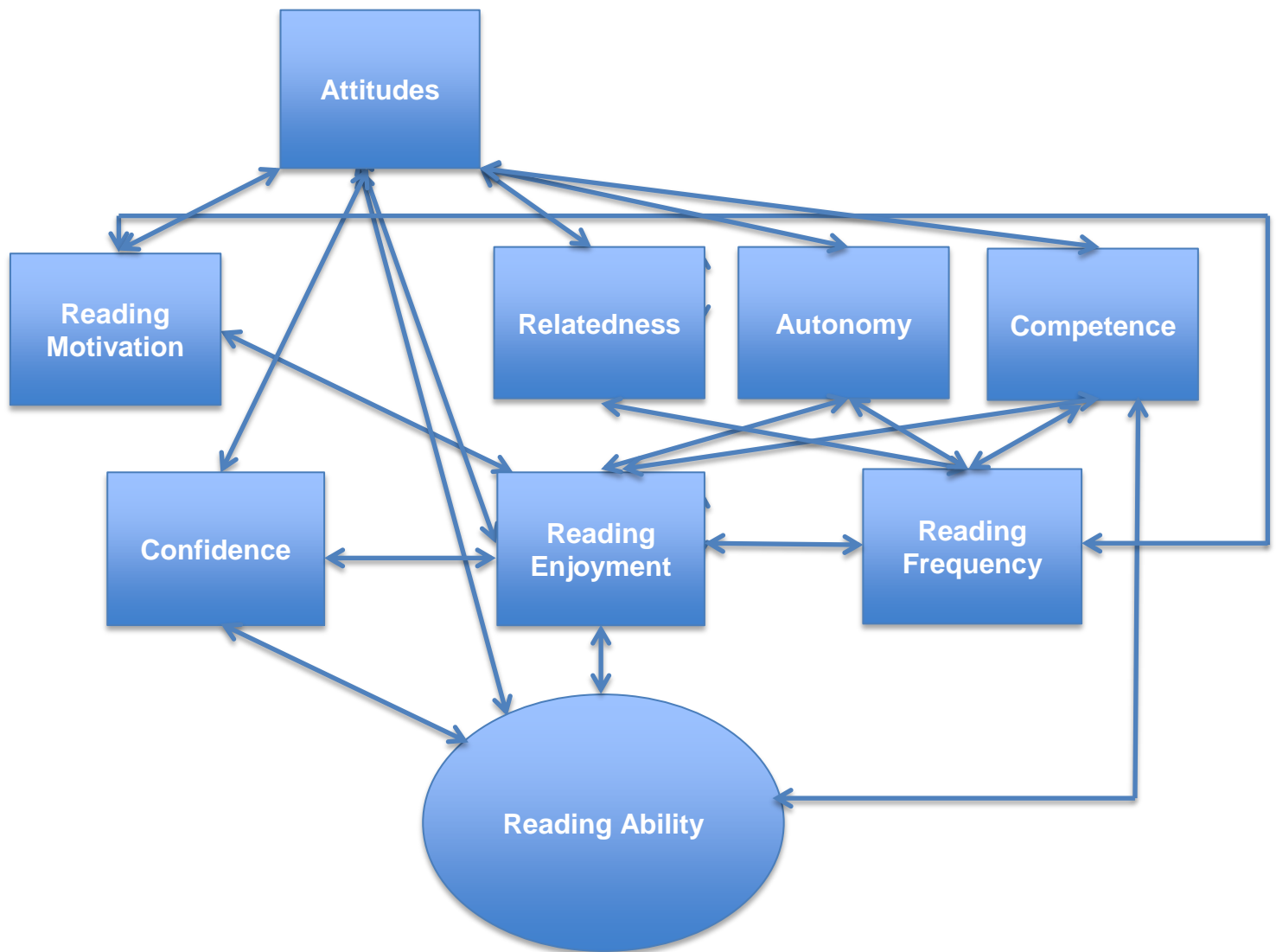


To understand which factors are associated with reading outcomes, we looked at the patterns of association between key outcome variables at post-test for the children who were in the PLRSC School group. This revealed that there were significant associations between standardized reading scores and enjoyment of reading ($r = .231$, $p = .016$), confidence ($r = .254$, $p = .008$), attitudes ($r = .247$, $p = .01$), and feelings of competence ($r = .253$, $p = .008$). How often the children read different types of reading material at post-test was positively associated with enjoyment of reading ($r = .189$, $p = .028$), levels of autonomy ($r = .204$, $p = .017$), competence ($r = .279$, $p = .001$), and relatedness

¹⁴ $F(2,186) = 6.289$, $p = .002$, partial eta squared = .063. PLRSC School > Within School controls, $p = .001$. A p value indicates the probability that there is no effect of PLRSC participation on the outcome variable (this is known as the null hypothesis). For example, a p value of .05 indicates a 5% chance that the null hypothesis may be true. Therefore, the smaller the p value, the better the result. A p value has to be .05 or smaller to be deemed 'statistically significant'.

($r = .254$, $p = .003$), and intrinsic motivation ($r = .246$, $p = .004$). Enjoyment of reading was strongly related to confidence ($r = .527$, $p < .001$), and attitudes to reading ($r = .713$, $p < .001$), autonomy ($r = .400$, $p < .001$), competence ($r = .654$, $p < .001$), relatedness ($r = .279$, $p = .001$) and intrinsic motivation ($r = .762$, $p < .001$). Figure 12 illustrates significant key relationships for ease of reference.

Figure 12: A diagrammatic representation of the relationships between key variables at post-test for the children who were participating in the PLRSC School condition



Characteristics of the Deliverers

Of the 28 deliverers who responded, 7% (N = 2) were male and the average age of deliverers was 39 years (ranging from 23 to 58). All the deliverers who responded (i.e. 27 out of 28) identified as White. In terms of school role, 39.3% were teaching assistants, 28.6% were class teachers, 7.1% were literacy leads, 3.6% were head of English, 7.1% were SENCOs, 3.6% were Deputy Heads. Other staff who ran the delivery included literacy officers, pastoral care staff, literacy / numeracy support staff, a family learning teacher and a librarian. Of these staff, 60% had completed the Premier League Reading Stars Cymru training and 67.9% reported liking football.

There was no significant difference in pupil outcomes based on whether or not staff had completed the PLRSC training. The deliverers' motivation to deliver PLRSC was high (on average 6.1 out of a possible 7, where 7 = extremely motivated), although their confidence lagged behind this (5.2 out of 7). **Tutor confidence was significantly associated with the degree of change in standardized reading scores from pre to post** ($r = .247$, $p = .045$), which indicates that as tutor confidence increased so did the amount that their pupils' reading improved. There was no significant impact of deliverer gender on the pupils' outcomes, and both staff and pupils felt that it was more important that the staff member who delivered PLRSC had an understanding of what it meant to play football, or at least was paired with someone who did have an understanding of football.

"It is really important that the person delivering it likes football and has an understanding of it" (Swansea Club deliverer)

School Delivery Context

42.9% of the schools whose staff had responded had run PLRSC in the past. **We found schools who had previous experience of running PLRSC had better pupil outcomes than those who had not.** For example, we found that they showed significantly better growth in **reading attitudes**¹⁵, growth in **reading autonomy**¹⁶, **reading competence**¹⁷ and **relatedness**¹⁸. They also showed greater growth in **identified**¹⁹ and **intrinsic motivation**²⁰, and greater improvement in **reading enjoyment**²¹ and **reading confidence**²². For ease of reference, these differences are illustrated in Figures 13 - 20 below. There was no evidence of any difference in improvement in reading scores, however. These results, along with those covered earlier in this report, suggest that repeated delivery of PLRSC may improve the impact of the programme on some of the dispositional aspects of children's reading behaviour (e.g. attitudes, motivation, enjoyment and confidence), but that there is a demonstrable impact of children's reading ability after just one delivery.

¹⁵ $t = 2.539$, $p = .013$

¹⁶ $t = 4.294$, $p < .001$

¹⁷ $t = 2.706$, $p = .009$

¹⁸ $t = 2.726$, $p = .008$

¹⁹ $t = 2.910$, $p = .005$

²⁰ $t = 2.092$, $p = .04$

²¹ $t = 2.696$, $p = .009$

²² $t = 2.473$, $p = .016$

Figure 13: Impact of PLRSC Experience on Improvement in Pupils' Reading Attitudes

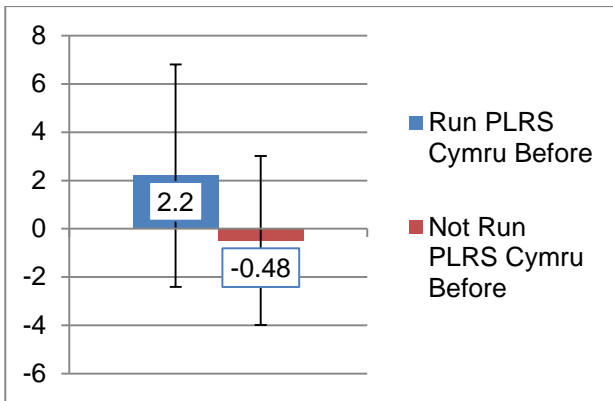


Figure 14: Impact of PLRSC Experience on Improvement in Pupils' Reading Autonomy

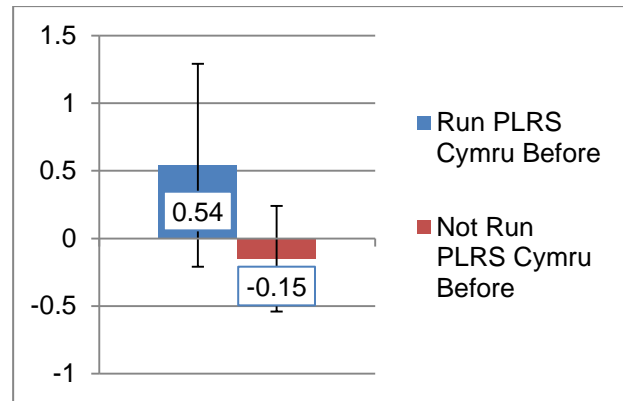


Figure 15: Impact of PLRSC Experience on Improvement in Pupils' Reading Competence

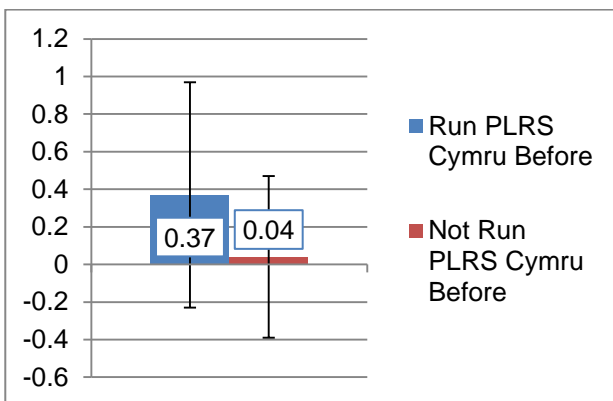


Figure 16: Impact of PLRSC Experience on Improvement in Pupils' Relatedness Scores

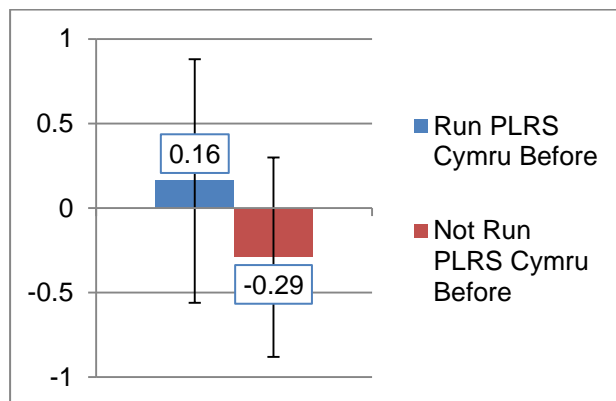


Figure 17: Impact of PLRS Experience on Improvement in Pupils' Identified Regulation to Read

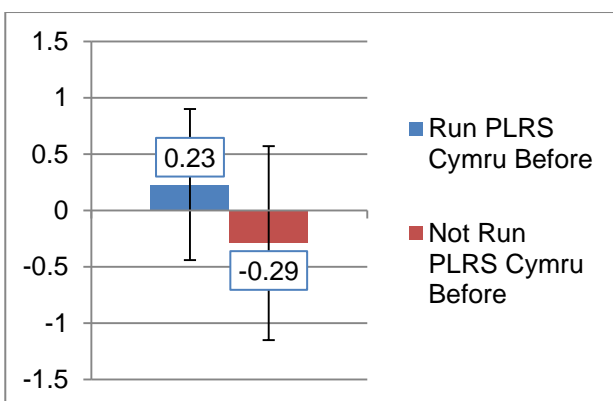


Figure 18: Impact of PLRSC Experience on Improvement in Pupils' Intrinsic Motivation to Read

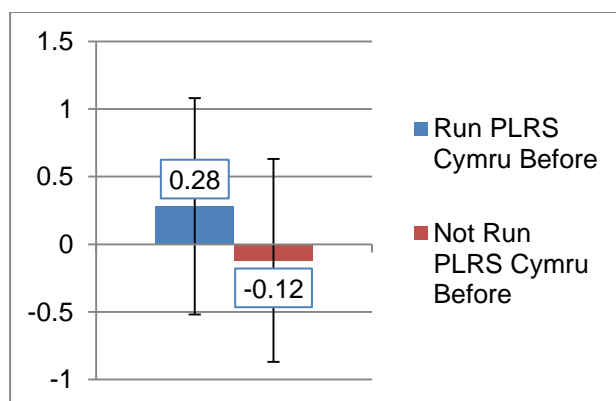


Figure 19: Impact of PLRS Experience on Improvement in Pupils' Reading Enjoyment

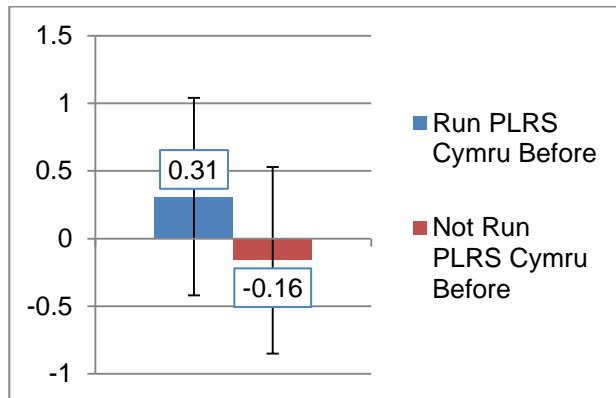
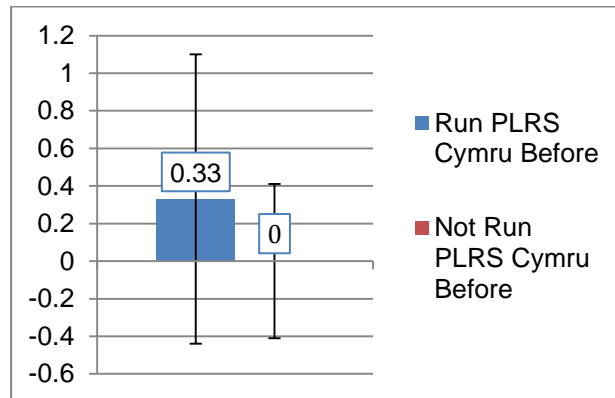


Figure 20: Impact of PLRSC Experience on Improvement in Pupils' Reading Confidence



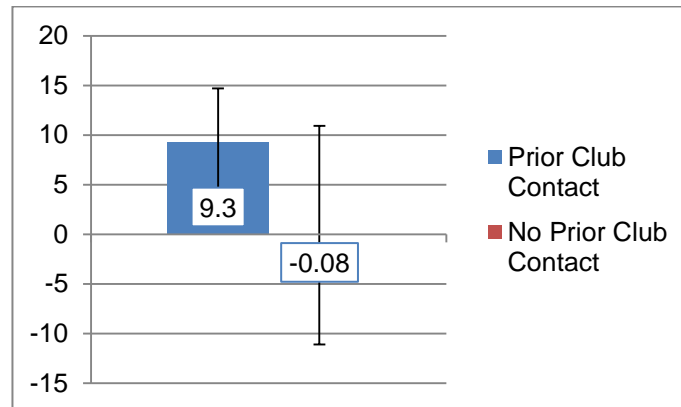
Only 21.4% of schools (N = 6) had previously experienced contact with a football club. Most had experienced contact with Swansea City, and the other clubs mentioned were Manchester United, Cardiff City and Tottenham Hotspur. This contact was typically either a member of staff taking the children to visit the club stadium, or club staff visiting the school to deliver football skills training or coaching. Only 17.9% of schools (N = 5) experienced club contact as part of this year's delivery of PLRSC, and these were all, bar one, schools who had not previously had contact with a club. The reasons for running PLRSC were (in order of importance):

- The school was looking for approaches to boost children's motivation to read (100%)
- The school was looking for approaches to boost children's enjoyment of reading (89.3%)
- The school was looking for approaches to engage boys with reading (89.3%)
- The school was looking for approaches to boost children's reading attainment (82.1%)
- The school was looking for approaches to engage struggling readers with reading (78.6%)
- Many children in the school being interested in football (64.3%)
- The school had received a Premier League Kit in the past (32.1%)
- The school had participated in other Premier League projects or interventions (14.3%)
- The school liked to get involved in sports initiatives (14.3%)
- Being geographically close to a club (10.7%)

However we found that whether or not the schools running PLRSC had experienced previous contact with a football club had a positive impact on pupil outcomes. That is, we found that **children whose school had received previous contact with a football club showed better growth in reading ability compared to those children whose school did not have contact with a club last year**²³ with the children showing an average standard score growth of 9.3 points (see Figure 21). The reasons behind this are not clear from the data we have in this report, but it may be linked to the earlier finding to do with previous experience of delivering PLRSC. That is, schools who not only ran PLRSC last year but also engaged with a football club at the same time may have established a degree of credibility and status within the school for PLRSC delivery this year. The children in the school may have been more motivated and willing to engage with PLRSC more fully than in other schools where the programme was unknown and the football clubs were perceived to be only remotely engaged via the www.extra-time.org website resources.

²³ $F(1,63) = 7.195$, $p = .009$, partial eta squared = .102

Figure 21: Impact of Prior Football Club Contact on Growth in Pupils' Standardised Reading Scores



The clubs that the schools mentioned having contact with were Swansea (28%) and there were also individual mentions of Wrexham, Tottenham Hotspur, Newport County and Bangor City.

Group size varied a lot across schools, ranging from 4 pupils to 28 pupils, with an average group size of 14.5 pupils. Over a third of the schools whose staff responded (35.7%) used PLRSC with a whole year group. The following verbatim responses from the national deliverer survey capture the range of reasons given for this decision across the sample:

"It was felt that it is such a good programme that all pupils would benefit."

"Ease of time-tabling the teacher resources."

"As it is a small year group we felt it was best for all to be included."

"We found pupils in year 5 and 6 were becoming disengaged readers and that the programme best suited them."

"Year 5 and 6 were the most appropriate groups to target due to the reading level of the books provided."

Where selection took place, pupils were identified as in need for the following reasons:

- They were underachieving in reading (71.4%)
- They were interested in football (46.4%)
- They were disinterested in reading activities at school (39.3%)
- They were boys (32.1%)
- They were on free school meals (7.1%)
- Pupils were chosen from a specific class (3.6%)
- All children in the speech and language unit were targeted (3.6%)
- Families were invited to take part from the Family Learning Unit (3.6%)

82.1% of schools ran the sessions on a weekly basis, with a further 10.7% running every fortnight. Two other schools reported fitting the programme in around other lessons in a less regular format.

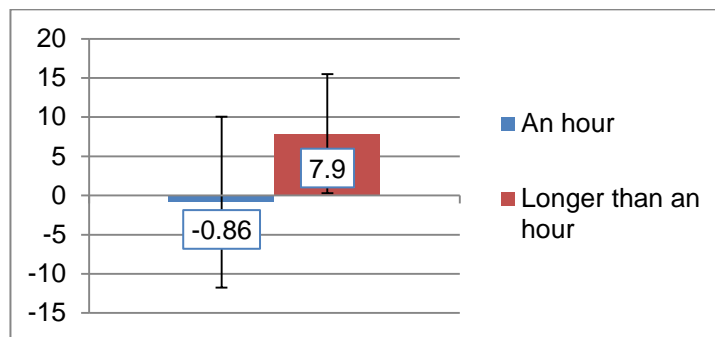
It was delivered

- In the morning (28.6%)
- In the afternoon (28.6%)
- In the English lesson (14.3%)

- During a scheduled intervention slot (17.9%)
- After school (7.1%)
- Across a rota of different lessons (3.6%)

The most common lesson length was 60 minutes, with lessons ranging from 30 minutes to 120 minutes. We grouped the PLRSC children according to whether the duration of their PLRSC session was less than an hour long, an hour long, or more than an hour long. **We found a significant impact of session duration on reading outcomes²⁴**, with children whose PLRSC lessons lasted more than an hour gaining, on average almost 8 standardised reading points in the three month assessment period (see Figure 22).

Figure 22: Amount of change in pupils' standardized reading scores as a function of lesson duration



The locations for PLRSC lessons included:

- Classroom (67.9%)
- School library (28.6%)
- Playground (25%)
- School hall (21.4%)
- IT Suite (10.7%)
- Football Stadium (10.7%)
- Public Library (7.1%)
- Drama studio (7.1%)
- Intervention space (3.6%)
- Literacy zone (3.6%)

The books provided in the PLRSC resource box seemed to be well received.

"Great range of books, not just football stuff." (Anonymous Survey Respondent)

"The children really liked all the books especially Diary of a Wimpy Kid." (Anonymous Survey Respondent)

Some of the children asked for greater variety and more of a mixture of football and non-football related material, and some staff also mentioned that the resources generally needed to appeal to girls as well as boys (e.g. have books about female footballer or football). They particularly mentioned wanting David Walliams' books to be included in the

²⁴ $F(1,63) = 12.779$, $p = .001$, partial eta squared = 16.9

box, more Roald Dahl. Some children refused to read some of the books available if they were associated with a club or players from a club that was a rival or unpopular team (e.g. Manchester United, Chelsea).

The books from PLRSC were integrated in the following ways:

- A special session was created to enable the children to explore these books (28.6%)
- Integrated into English / Literacy lesson (21.4%)
- Integrated into school library (17.9%)
- They were not integrated they were for sole use in PLRSC sessions (17.9%)
- Integrated into other lessons (3.6%)
- Used during reading (3.6%)
- Used in the accelerated reader programme (3.6%)

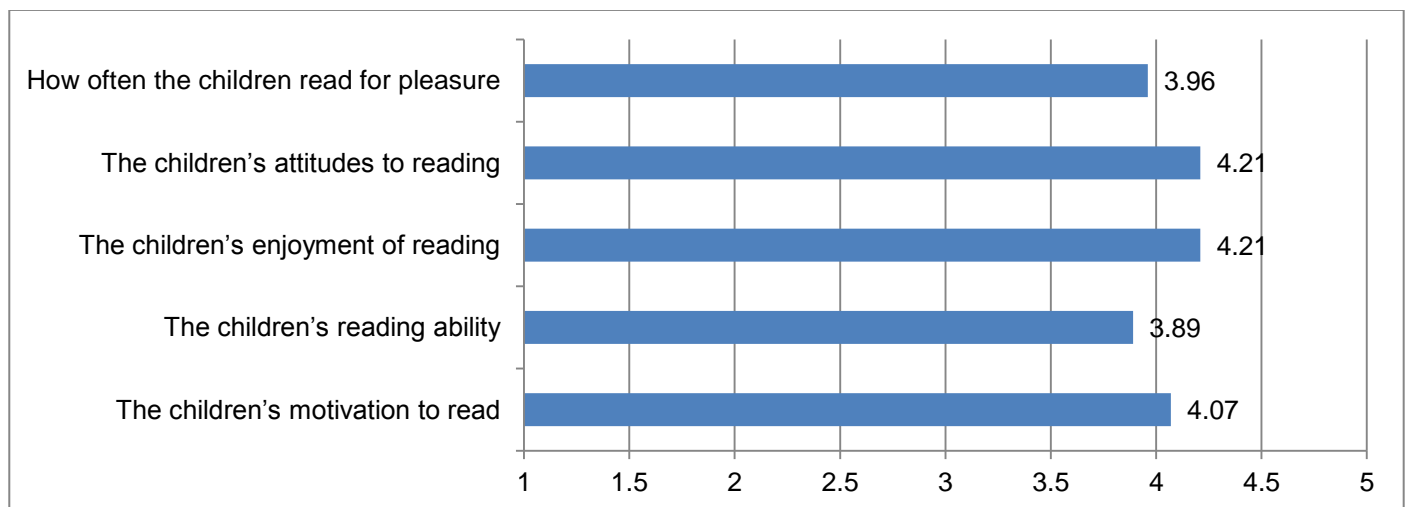
96.4% of deliverers reported augmenting the programme with other resources, which were:

- Newspaper cuttings (92.9%)
- Physical tools (e.g., red / yellow cards, sponge ball) (64.3%)
- Websites (57.1%)
- Match day programmes (42.9%)
- Other sports writing (39.2%)
- Interviews (21.4%)
- Refreshments (21.4%)
- Magazines (14.3%)
- Other football literature (3.6%)
- Broadcast commentary (3.6%)
- Player of the Day certificates (3.6%)
- Frank Lampard's books (3.6%)

Deliverers' Perceptions of Impact on Pupils and School

The deliverers were asked to rate how effective they considered their implementation of the programme to be at impacting different aspects of the children's behaviour in relation to reading. A score of 1 indicated 'highly ineffective' and 5 was 'highly effective'. The average response scores are illustrated in Figure 23 below. Overall there was agreement that PLRSC positively impacted all areas targeted by the programme.

Figure 23: Practitioners' perceptions of how effective PLRSC was at positively impacting aspects of the children's reading behaviour



"Yes definitely. It had a really big difference for 1 or 2 of the children, they have started reading other things, mainly joke books but they are still reading. One child started reading the annuals but then went on to reading Diary of a Wimpy Kid and really enjoyed them. [PLRS] was an avenue into reading different things [...]. It has a positive impact on the children and the school I think. At the start when the children thought of reading they thought of poems and books they read in class. Now they think of it slightly different." Swansea Club Deliverer

"The range of what the children read has broadened." PLRSC School Deliverer, Chepstow

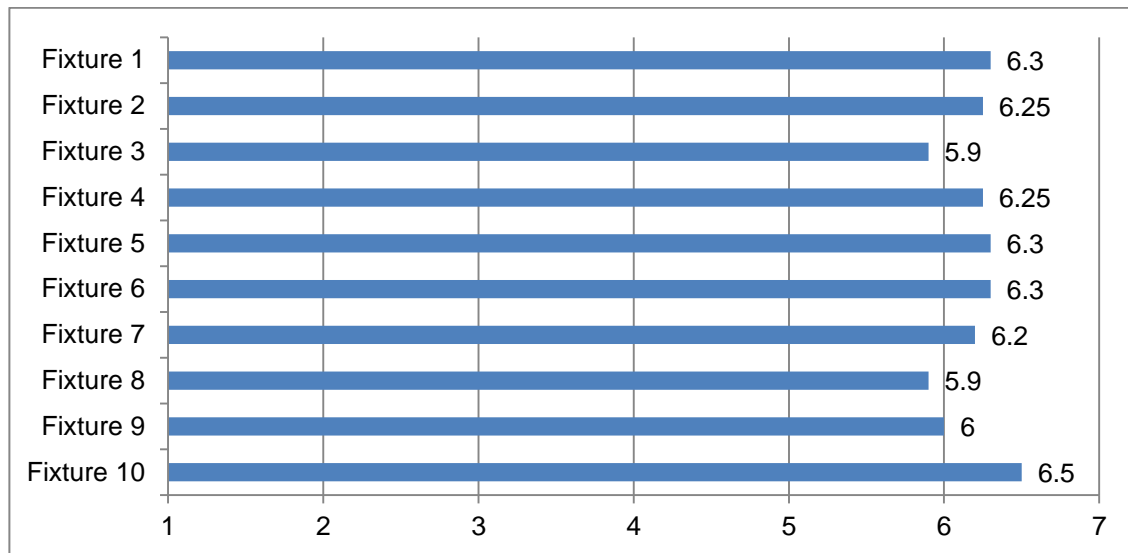
The deliverers were also asked to rate the perceived impact of each of the 10 'fixtures' in the programme on the children's progress in reading on a seven-point scale, where 1 = strong negative impact and 7 = strong positive impact. The results of this analysis are shown in Figure 24 below. As can be seen, each session was rated as having a positive impact on the children's progress in reading, with Fixture 3 (Poetry Slam) and Fixture 8 (Football Homepage) receiving the lowest ratings, although the differences between the ratings of the fixtures are minimal (see Figure 24). A list of the fixtures can be found in Appendix 3. These responses were supplemented by comments from the deliverer survey and interviews.

"I didn't like the poetry lesson – little chance to let the children read in that one." (Survey respondent)

"Children really enjoyed the "Guess Who" game and the task where they had to write a paragraph about their experience on a pitch. The children also really loved the penalty shoot-out. The stickers were also really good and were used as incentives for the children and good for behaviour management." (Swansea Club Deliverer)

"The style of resources was good, a nice mix of lessons and online stuff." (PLRSC School Deliverer, Newport)

Figure 24: Practitioners' average ratings (out of a possible 7) of the impact of the different 'fixtures' of PLRSC on the children's progress in reading



The deliverers were also asked to rate the other elements that made up the delivery of PLRSC in the same way, on the same seven-point scale. The average scores from these questions are shown in Figure 25. There were similarly rated positively, although the gender of the deliverer was considered to be close to neutral in terms of impact on the children's progress in reading.

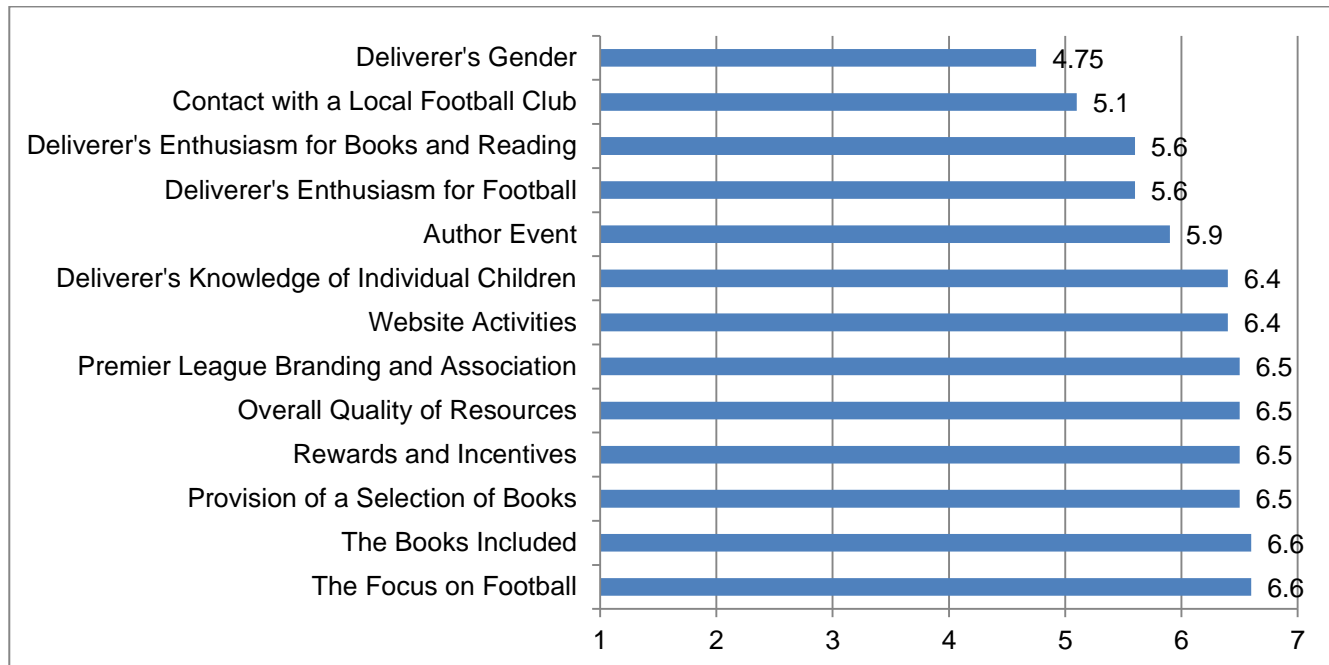
"I thought the manual and resources were really good, children really liked all the books especially Diary of a Wimpy Kid, tasks were really engaging for the children and they liked the flexibility in fixtures they could deliver." (Swansea Club Deliverer)

"Physical activity, branding and resources had a huge impact on the children to motivate and encourage them to take part. We were unable to capitalise on the football club connections or author visits though, but made use of our existing partner links to organise a trip / speaker visit." (Anonymous Survey Respondent)

In terms of the role of the association with the Premier League, it was felt that it did influence adults' perception of the programme, but was not necessarily important to the children:

"Premier league branding was more important to the teachers than the children. The teachers seemed to associate it with quality and credibility, not sure it would have the same effect if it was just NLT. Children just seemed happy it was football related." (Swansea Club Deliverer)

Figure 25: Practitioners' perceptions of the various PLRSC resource elements on the children's progress in reading.



The www.extra-time.org website received mixed reviews from both the children and deliverers. There was some support for moving more of the resources online, although engagement with the web activities appeared to be mixed and not always successful depending on the ability level of the students. Some deliverers said that they would prefer a hard copy of resources to enable them to do their lesson planning more easily. But it was clear that there was limited use of the website outside of school by the children.

"I liked going on the website and stuff." (Llanelli focus group respondent)

"It's a pain." (Swansea focus group respondent)

"The children didn't access the website outside of the sessions, they had very poor IT skills and really struggled during the session at the school." (Swansea Club Deliverer)

"Online access hasn't been successful - password issues. The online challenges were good." (Newport deliverer interview)

"Students only used the website in class." (Deliverer survey respondent)

"Boys found website boring!" (Deliverer survey respondent)

"It is really cool but I didn't get a Man Utd player." (Llanelli focus group respondent)

The children who participated in the Swansea (PLRSC Club) focus group were very positive about the idea of PLRSC being entirely web-based, as can be seen from these responses:

"I would love to do everything online."

"Maybe you could have some games online."

"Maybe we could read books and talk about what we have been reading."

Distinctiveness of the Programme

14.3% of schools were not using any other reading intervention alongside PLRSC with the children in the year groups selected for participation. The ones that were used were, in order of frequency:

- Paired reading / buddy reading programme (53.6%)
- Book clubs (42.9%)
- Read Write Inc. (35.7%)
- After school reading or writing clubs (32.1%)
- Accelerated Reader (28.6%)
- Jolly Phonics (25%)
- Letters and Sounds (14.3%)
- Reading Recovery (3.6%)
- Toe-by-Toe (3.6%)
- SRA Reading Programme / spelling mastery programme (3.6%)
- Correcting Reading Programme (3.6%)
- Catch Up (3.6%)

There was broad agreement across respondents on what made PLRSC distinctive from other interventions. The focus on football as a way of engaging children was seen as a distinctive focus and the fact that the sessions were highly interactive and engaging, with a clear focus. The suitability of the programme for boys was highlighted, as was its flexibility and informality. All the responses below are reproduced verbatim from the anonymous national survey responses.

"The football theme appealed to the majority of male students."

"Boys need to enjoy what they are reading. Football is a wonderful way to connect with them and reading."

"It definitely grabs the interest of the boys more than other intervention programmes because it is football based."

"It is activity based and gets pupils to engage more."

"It is a less structured reading programme in many ways, as resources are handpicked for the group. It does not demand careful attention to different reading strategies as some interventions do."

"It is very interactive and the topic was interesting for both boys and girls in my class. It was easily adapted if needed and all the planning was there."

"It uses a common topic of interest shared with every member of the group including the teacher. This provides a relaxed and social atmosphere where each group member wants to be part of the lesson, rather than the feeling of 'I have to go to this intervention group'."

"It's more interactive and the competitive element, particularly with a sporting component, was very engaging for the boys in particular."

"PLRSC allows you to be flexible in your delivery and add warm ups that you think would create the best impact for the individual pupils."

The school staff interviewed mentioned that they planned to disseminate PLRSC activities to other staff members, although there was an issue for club staff delivering the programme being left to deliver the programme in isolation from other members of school staff, thereby limiting opportunities for wider school impact from the programme. There was evidence that the PLRSC children “*seemed more engaged in lessons and reading more in class*”, and one school showed us evidence that the most of the PLRSC children’s wider attendance at school had improved, and it was felt this was attributable to participation in PLRSC. The staff also observed that “*the children are reading a greater variety of reading materials in school*”. One staff member interviewed stated that she has now started to try to relate the children’s wider interests to their learning in school in other lessons.

Areas for Improvement

There were some specific suggestions for areas of the provision which could be dropped or improved. These are reproduced verbatim below:

“Select the right children. Teachers also need to give more feedback on how the children are getting on in literacy. When I started I didn’t know what to expect. I didn’t know what level they were at. Some of the children were really shy, others really outgoing. It would be good to meet with the teachers each week to discuss the children’s progress and maybe have an induction to the school to be introduced to the children and be given information on their ability level etc. We were pretty much left to our own devices in the school when delivering PLRSC. There was no school personnel to provide support or assistance with behaviour if needed not that there were any real behaviour management issues. We are from a coaching and football background not teaching and so it’s difficult to know how to deliver and what is appropriate for an 11-12 year old. It would be good having some help to pitch it at the right level. Also we didn’t know if we were meant to correct their spelling as it was a reading programme.” (Swansea club deliverer)

“More support in contacting football clubs, I appreciate this may not be feasible but being based in North Wales we don’t have a natural fit with a Premier League club and we had no response when contacting Wrexham FC. Perhaps a central event for all pupils of participating schools in North Wales could be arranged for schools to attend?” (Survey Respondent)

“Important to have teachers’ input to gauge level of children, know what level they should be working at as it’s not outlined in the manual. Although not sure if it’s something we should do as an organisation, have more training on what to do in schools.” (Swansea club deliverer)

“I would recommend the short stories to be short enough to read over two sessions. I feel it will offer the time to add a variety of stories in the time given to deliver the programme.” (Survey Respondent)

“The visit where we met authors of poetry and literacy could have been more inspiring and football related. We had a museum tour of old industrial Swansea which seemed a little off topic.” (Survey Respondent)

“Some sessions need to be delivered over two sessions in order to a) complete the work b) allow time to help individuals, allowing them to explore their new skills.” (Survey Respondent)

“I found it difficult if the children disliked football - their knowledge was weak so that put them at a disadvantage.” (Survey Respondent)

“The school picked the children and said they were all football fans but as time went on it became clear that they weren’t. It was run as an after school club but the children didn’t always attend, 12 were signed up to do PLRSC but only 5 attended regularly.” (Swansea Club Deliverer)

Schools' Future Plans

71.4% of the deliverers' surveys stated that they would build PLRSC into their school improvement plan or other literacy planning, and the remaining respondents stated that at this time they did not know if they would. 82.1% of school deliverers said that they would purchase PLRSC, although they said that they thought it was a free programme, and many stated that they felt that their school would not be in a position to buy it. School improvement grants and fundraising was mentioned, and some schools said they could purchase it through departmental funds. Six schools of the 28 said that they felt that the cost of PLRSC was too expensive, and the others said it was about right. As this year the core cost of PLRSC was covered by the Welsh Government, we have interpreted the comments about expense to relate to the cost of stadium visits and other incidental costs. All of the following responses were drawn, verbatim, from the anonymized online survey.

"I would find it hard to justify the project if it were not free or at least cheap. I enjoy delivering the scheme to my pupils, and they enjoy being involved, but school budgets are tight."

"Really positive experience the boys loved the sessions they didn't want it to end."

"[I] enjoyed delivering the programme and seeing the pupils become engaged with reading and enjoying the process."

"I believe that PLRSC is a brilliant way of engaging pupils to encourage reading and learning. Since our pupils have been involved with PLRSC it has made a big impact on their reading ages."

"Would like to do more of this work as the boys we used really enjoyed it."

"The boys have enjoyed taking part in this programme so much. They have shown so much enthusiasm each session, and their interest in reading is far greater than it was when they started."

"It was free in Wales which was fantastic and I may use it again and improve my delivery next year."

Recommendations

On the basis of these findings, we recommend that:

- Sessions are longer than an hour where possible, and include a practical footballing element
- The book boxes need to be more regionally orientated, and include a wider variety of football and non-football reading material where possible
- There is a need to improve the representation of female football and footballers in the materials and resources
- Staff who have had real engagement with football are involved in the delivery of the programme where possible, working alongside staff who deliver literacy activities
- Club staff should be supported by a member of school staff in the sessions in relation to supporting children with low literacy and supporting their literacy needs in relation to the tasks
- PLRSC training may need to be longer in order to focus on developing staff confidence
- PLRSC training needs to share good practice across deliverers and increase deliverers' knowledge of strategies regarding how best to support the development of positive motivational orientations and support literacy
- Football club staff need additional training and support on how to support literacy and address needs and understand different literacy levels
- The cost of delivery of club-based PLRSC delivery should be reviewed to enable more schools to access tutors from Premier League Clubs for their delivery. Online delivery may be one way of effectively reducing the cost of materials, but the reliability of the www.extra-time.org website needs to be addressed, as do mechanisms for encouraging children to engage with the online resources, especially outside of school

Appendix 1: Pupil Questionnaire.



Reading Questionnaire

We would like to find out more about what you think, feel and do in relation to reading! We have a few questions below. Please read and answer each one. If you need help, please ask for your teacher or another adult to help you. We will not share your answers with anyone else but they will help us understand how you feel about reading right now.

Your Name:

Your Age:

Your School:

Your Town / City:

Are you a boy or a girl? BOY GIRL

I am... (select from the list):

- Indian
- Pakistani
- Bangladeshi
- Other Asian
- Caribbean
- African
- Black Other
- White British
- White Irish
- White Other
- Chinese
- Mixed
- Other (specify)

How often do you read each of the following in a normal week?

Comics	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Stories / fiction books	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Topic Book / non fiction	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Magazines	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Newspapers	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Websites	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Text Messages	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Song Lyrics	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Annuals	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Other	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never

How often do you read each of the following in a normal week?

Football Magazines	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Football Programmes	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Football Annuals	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Match Programmes	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never
Match Reports	Everyday	More than once a week	Once a week	More than once a month	Once a month	Not very often	Never

I enjoy reading

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I am a confident reader

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Reading annoys me

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I like playing football

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I like watching football

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Which football club do you support? (leave blank if you don't support a club)

When I read...

I choose my own reading

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I am good at reading

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I am supported by others

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I decide what I read

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I understand most of what I read

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Reading brings me closer to those I care about

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I choose books about what I am interested in

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I feel my reading is improving

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Reading helps me connect with people who are closest to me (i.e. friends, family, teachers etc.)

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Someone at home reads with me.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Think about how much you agree with each of the statements below. Pick the answer which best describes what you truly think.

I think it is important to read during school holidays.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I think reading is fun.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I believe reading in my spare time is pointless.

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I think it is good to read lots of different things

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I think reading is just for school

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I believe reading is a waste of time

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I think reading is boring

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

I believe reading helps you to become cleverer

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

Why do you read? Pick the answer that best describes you.

Because I want the teacher to think I'm a good reader.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I'll get in trouble if I do not read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because it's fun to read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I will feel bad about myself if I do not read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

I really do not know why I read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I want to understand the subject.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because that's what I'm supposed to do.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I enjoy reading.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because it's important to me to read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

I really do not think about why I read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I feel pressure from others.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I'd feel guilty if I did not read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I believe reading will help me learn more.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Because I love to read.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

I am not sure why I read, it's not for me.

Very True	Sort of True	Not True	Not at all True
-----------	--------------	----------	-----------------

Future Intentions

I plan to read as much in the future as I do now

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

In the future, I will read...

A lot more	A bit more	About the same amount	A bit less	A lot less
------------	------------	--------------------------	------------	------------

Thank you for completing this questionnaire

Appendix 2: Survey Items for PLRS Deliverers

The purpose of this survey is to get your opinions and perceptions of Premier League Reading Stars as a programme for supporting reading development and reading for pleasure in children. We would encourage you to be as frank as possible in your responses. All responses are anonymous. By completing the survey and clicking 'submit' you are giving your permission for us to use your anonymised responses as part of our evaluation of PLRS.

About you:

Your School

Your Town

Your Age:

Your Gender:

Your Ethnicity [drop down list]

Indian
Pakistani
Bangladeshi
Other Asian
Caribbean
African
Black Other
White British
White Irish
White Other
Chinese
Mixed
Other (specify)

Are you a: [DROP DOWN LIST]

Teaching Assistant
NQT
Class Teacher
Literacy Lead
Head of English
PE Teacher
SENCO
Deputy Head
Headteacher
Football Club Outreach Staff
Other (please say what)

Your interest in Premier League Reading Stars

Have you run Premier League Reading Stars before?

Yes No

Has your school had any contact with a football club in the past?

Yes No

If Yes, please provide details / explain [text box]

Did you work with a football club this year, in your delivery of Premier League Reading Stars?

Yes No

Are you interested in football?

Yes No

Why did your school choose to run Premier League Reading Stars? Tick all that apply:

- We are geographically close to a Premier League Club
- We are geographically close to a Football League Club
- Many of our students are interested in football
- Many of our staff are interested in football
- We were looking for approaches that could boost children's motivation to read
- We were looking for approaches that could boost children's reading attainment
- We were looking for approaches that could boost children's enjoyment of reading
- We were looking for something to engage boys with reading
- We were looking for something to engage struggling readers with reading
- 'We have received a Premier League Kit in the past'
- 'We have participated in other Premier League projects/ interventions'
- 'Our school likes to get involved in sports initiatives for example London 2012's Get Set Go'
- 'We have received football facility funding in the past'
- Other (please specify)

Please rate how motivated you felt to deliver the programme *at the start of the project*.

- Not at all motivated
- Barely motivated
- Slightly motivated
- Moderately motivated
- Reasonably motivated
- Very motivated
- Highly motivated

Which club did your school have contact with?

- [Drop down list]
- None
- Arsenal
- Aston Villa
- Bournemouth
- Chelsea

- Crystal Palace
- Everton
- Leicester City
- Liverpool
- Manchester City
- Manchester United
- Newcastle
- Norwich
- Southampton
- Stoke City
- Sunderland
- Swansea
- Tottenham Hotspur
- Watford
- West Bromwich Albion
- West Ham
- Other (open field)
- I don't know

The Delivery of Premier League Reading Stars

How many pupils did you have in your group? _____

Was Premier League Reading Stars delivered to all students in a particular year group?

Yes No

If yes, why?

If no, how were pupils selected for inclusion? [select all that apply]

- ☐ They were on free school meals
- ☐ They were on pupil premium
- ☐ They were underachieving in reading
- ☐ They were interested in football
- ☐ They were boys
- ☐ They were disinterested in reading activities in school
- ☐ Other (please specify)

How often did you deliver Premier League Reading Stars?

- Every Day
- Every Week
- Every Fortnight
- Less frequently than every fortnight
- Other (please specify)

When was Premier League Reading Stars delivered?

- Before school (breakfast club)
- After school
- In the morning
- In the afternoon
- During a scheduled English / Literacy lesson
- During a scheduled 'intervention' lesson slot
- During a scheduled PE lesson
- Other (please specify)

How were the books provided in the resource box integrated into lessons?

- Integrated into English / Literacy lesson
- Integrated into PE / Sports lesson
- Integrated into other lessons
- Integrated into school library
- A special session was created for the children to explore these books
- They were not integrated – they were kept for use in PLRS sessions only

On average, how long, in minutes, was each PLRS session? _____

Tell us where you delivered PLRS – ticking all that apply:

- Your classroom
- School library
- School Hall
- Playground
- IT suite
- Public library
- Football stadium
- Other – please specify

Did you supplement the resource pack with materials and resources of your own? Yes/ No

If yes please tell us what you used:

- Match Day programmes
- Newspaper cuttings
- Internet – please tell us what websites you used
- Radio podcasts
- Interview
- Broadcast commentary
- Other sports writing
- Refreshments
- Physical tools (e.g., red/yellow cards, sponge ball)
- Other – please specify

Please rate how confident you felt to deliver the programme *at the start of the project*

- Not at all confident
- Barely confident
- A little bit confident
- Moderately confident
- Reasonably confident
- Very confident
- Extremely confident

Did you attend the training on how to deliver Premier League Reading Stars? Yes / No

Effectiveness of the programme

In your opinion, how effective do you think your delivery of Premier League Reading Stars was at improving...
the children's motivation to read?

Highly effective	Effective	Neither effective or ineffective	Ineffective	Highly ineffective
------------------	-----------	----------------------------------	-------------	--------------------

the children's reading ability?

Highly effective	Effective	Neither effective or ineffective	Ineffective	Highly ineffective
------------------	-----------	----------------------------------	-------------	--------------------

the children's enjoyment of reading?

Highly effective	Effective	Neither effective or ineffective	Ineffective	Highly ineffective
------------------	-----------	----------------------------------	-------------	--------------------

the children's attitudes to reading?

Highly effective	Effective	Neither effective or ineffective	Ineffective	Highly ineffective
------------------	-----------	----------------------------------	-------------	--------------------

how often they read for pleasure?

Highly effective	Effective	Neither effective or ineffective	Ineffective	Highly ineffective
------------------	-----------	----------------------------------	-------------	--------------------

Please indicate how much impact you feel each element of PLRS had on your children's progress in reading :

Fixture 1: The Kick Off

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 2: Team Selection

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 3: Poetry Slam

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 4: A speaker ('Top Trump')

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 5: 'In the News (Match report)

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 6: Player Profile

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 7: A visit (the interview)

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 8: Football Homepage

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 9: Pass it on (book review)

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Fixture 10: Awards Ceremony (Match report of PLRS)

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The author event(s)

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The rewards and incentives (stickers, pens, rulers)

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The provision of a selection of books

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The books that were included in that selection

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The website-based activities

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The overall quality of the resources provided

Strong	Moderately	Mild	No	Mild	Moderately	Strong
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Negative Impact	Negative Impact	Negative Impact	Impact	Positive Impact	Positive Impact	Positive Impact
-----------------	-----------------	-----------------	--------	-----------------	-----------------	-----------------

The Premier League branding and association

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The focus on football

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The gender of the person delivering the programme (i.e. your gender)

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The amount of football enthusiasm held by the teacher delivering the programme

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

The amount of enthusiasm for books and reading held by the teacher delivering the programme

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Your knowledge of the individual pupils

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

(If applicable) Contact with the local Football club

Strong Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong Positive Impact
------------------------	----------------------------	----------------------	-----------	----------------------	----------------------------	------------------------

Are there any elements that you would recommend are dropped or improved – please explain why

[Open ended response box]

How does the approach of Premier League Reading Stars differ from other reading interventions that your school has used before?

[Open ended response box]

What other approaches to raising reading attainment have been used at your school in the last 2 years? (select all that apply)

- Jolly Phonics
- Letters and Sounds
- Read Write Inc
- Accelerated Reader
- Reading Recovery
- Paired Reading or other 'buddy' reading system
- Book clubs
- Book gifting projects
- After school reading / writing 'clubs'
- Other National Literacy Trust programmes (please specify)
- Other (please specify)

Would you build PLRS into your school improvement plan/future planning for literacy
Yes No

Would you purchase the resources box again?

How would you finance this purchase?

What is your view of the current cost of Premier League Reading Stars?

- About right
- Too expensive
- Too cheap

Any other comments or feedback?
[Open response box]

Would you be willing to be contacted as a possible case study school showcasing Premier League Reading Stars?

Yes No

If Yes, please provide a contact email / telephone number below [response box]

Appendix 3 - Description of the Log Book Fixtures

Fixture 1: The Kick Off

Describe a skillful tackle using some of your favourite words.

Fixture 2: Team Selection

Add the titles of three books you would like to read below.

Fixture 3: Poetry Slam

Write the title of your favourite poem and why you like it or make up your own about a player or team of your choice.

Fixture 4: A Speaker

Design a Top Trump card for your favourite player or team.

Fixture 5: In the News

Write a match report of a recent game you have seen or played in.

Fixture 6: Player Profile

Create a player profile that's all about you in 15 years time.

Fixture 7: A Visit

Interview someone at home. Find out what their favourite book is and why.

Fixture 8: Football Homepage

Write 3 interesting facts that you have found from your favourite website and include the www. address of the website that you used.

Fixture 9: Pass it on.

Write a review of your favourite book, website or magazine including three reasons why you liked it.

Fixture 10: Awards Ceremony

Write a match report of the PLRS programme listing the three best things about it.