



Evaluation Report 2015-2016

This report is authored by
Clare Wood, Claire Pillinger, Damian Stanley, Gareth Williams, James Adie and Luke Sage
on behalf of Coventry University

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Executive Summary

987 children and 50 deliverers across England contributed data to an evaluation of the version of Premier League Reading Stars (PLRS) 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 279 children who completed a questionnaire (which captured data on their reading motivation, reading attitudes, reading frequency and enjoyment of reading), and 261 children who completed a standardized assessment of their reading ability before and after the delivery of PLRS. 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:

- School-based delivery of PLRS significantly improved the children's reading confidence relative to controls.
- Participation in PLRS significantly impacted the children's levels of reading autonomy (i.e. feeling in control of their reading activities), reading competence and relatedness (connecting to those they care about through reading) relative to controls.
- Children who received PLRS via a Premier League Football club showed increased frequency of reading and significantly greater improvement in reading ability compared to children in the control group.
- Professionals who delivered PLRS were primarily motivated to run it because they wanted to impact children's motivation to read, and their perception was that it positively impacted motivation, reading ability, and reading attitudes of their children.
- The more motivated the deliverers were to deliver PLRS, the more their students improved in terms of their feelings of reading autonomy and competence.
- The more confident the deliverers were, the greater were their students' gains in reading ability and feelings of competence in relation to reading.
- Male deliverers showed better student outcomes in relation to standardized reading scores, pupil autonomy and reading competence, but gender was also significantly associated with interest in football, and qualitative data suggest that interest in football may be more important than gender.
- The typical session duration was one hour, but sessions lasting longer than one hour showed the best pupil outcomes in relation to standardized reading scores, pupil autonomy and pupil confidence.
- Schools used PLRS as part of their preparations for KS2 SATS.
- There are strong associations between attitudes, enjoyment, confidence, motivation, and reading ability in children who have participated in PLRS.

We recommend that:

- Sessions are at least 60 minutes long 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.
- PLRS training may need to incorporate a greater focus on developing staff confidence and build general knowledge of, and interest in, football.
- PLRS 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.
- The cost of delivery of club-based PLRS 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.

- 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.

Background

Premier League Reading Stars (PLRS) 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, PLRS 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 evaluated by the National Literacy Trust's research team every delivery year since 2012. For 2015/16, following a competitive tender process, the National Literacy Trust recruited Coventry University to conduct an evaluation of the impact of PLRS, 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:

- children who received PLRS via either Manchester United or Leicester City's outreach teams (referred to in this report as 'PLRS Club');
- children who received PLRS delivered by school staff ('PLRS School');
- children from the same schools as group (b) but who were not selected to receive PLRS ('Within school control group').

All these children completed a survey before and after completing PLRS, which collected data on their reading attitudes, reading motivation, enjoyment of reading and reading frequency, as well as information about their interest in football (see Appendix 1). In addition, the children completed a standardised assessment of their word reading ability (assessed using the British Ability Scales Word Reading Subtest).

In addition, we also collected survey responses before and after PLRS delivery from other schools across England who were running PLRS between January and May 2016 (also included in the PLRS 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 PLRS children in Manchester and Leicestershire, including both those who had worked with the local Premier League club and those who had not. Four focus group discussions were completed in Manchester and five in Leicester. 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 PLRS. We prepared a survey, which was emailed to all teachers who engaged with the 2015/16 roll out of PLRS (see Appendix 2). We also conducted interviews with teachers from a subset of sites in Manchester, Leicestershire and Leeds.

Sampling. For the online survey elements, all children from schools who started PLRS between January and March across the UK were invited to take part via email. The survey was launched in January 2016, and a link to it was emailed out to all PLRS schools on the PLRS database by the National Literacy Trust, and a reminder to complete it was sent out one month later. Paper versions of the survey were available to schools that needed them.

All schools that were known to be running PLRS in Manchester and Leicestershire 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. The clubs’ school outreach coordinators were also contacted. Leicester City colleagues identified which schools they were working with that were scheduled to start PLRS delivery within the evaluation window. We contacted these schools, and with the support of Leicester City were able to assess students in all but two sites at pre-test. For Manchester United linked schools, only three secondary schools out of a possible 12 were running PLRS during the evaluation window. A further primary school was also working with the club, but this information only emerged after the pre-testing window had closed. 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
PLRS Club	132	165	121	132	102	132
PLRS School	713	95	133	68	133	68
Within School Control Group	77	89	46	61	44	61
Totals	922	349	300	261	279	261
Total Number of Unique Children Assessed = 987						

Characteristics of the Children

There was a total sample of 987 participants who completed either a survey or a reading test at either pre-test, post-test or at both points in time. 75.6% of these children were male. There was an overrepresentation of males in the PLRS groups (PLRS Club = 131 boys and 45 girls; PLRS Regular = 569 boys and 153 girls) relative to the control group (46 boys and 43 girls). 50.1% of the sample was formed of Key Stage 2 pupils, with the remainder from Key Stage 3. The ethnicity of the children was predominantly white British (52.9%), with 5.6% mixed ethnicity, 4.6% Pakistani, 4.2% White Other, 4% African, 2.4% Other Asian, 1.4% Black Other, 1.3% White Irish, 1.3% Indian, 1% Caribbean, and less than 1% representation of Chinese and Bangladeshi children. 5.5% of children selected 'other' from the groups listed in the questionnaire (see Appendix 1) and these were typically individual children identifying individual nationalities, which included European, Middle Eastern, African and South American 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 = 356) are slightly different from those presented above. 75.6% were male; there were 103 boys and 36 girls in the PLRS Club condition, 130 boys and 23 girls in the PLRS School condition and 33 boys and 28 girls in the within school matched control group. 52.5% were drawn from Key Stage 2 with the remainder being from Key Stage 3. 58.4% of the children identified as White, 5.6% mixed ethnicity, 5.1% Pakistani, 2.5% Indian, 2% African, 1.4% Other Asian, 1.1% Caribbean, 1.1% Black Other and less than 1% representation of Chinese and Bangladeshi children. 4.5% of children selected 'other' from the groups listed in the questionnaire (British Asian, Czech, French, Kurdish, Libyan, Mixed British Italian and Polish).

The mean age of the children in the PLRS Club group was 10.5 years, for the PLRS School group it was 10.8 years and the control group had a mean age of 11.1 years. With respect to the children for whom reading data were available, the average standardised reading score at pre-test was 91.5 in the PLRS Club group, 86.9 in the PLRS School group, and 86.7 for the children in the control group. In the last 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 were broadly comparable in terms of reading ability at the start of the project.

Interest in football

In the questionnaire, we asked the children about their interest in football. Not all the children who participated in PLRS were fans of football, even including some children who were playing in school teams. Furthermore, not all children who liked football were necessarily fans of the Premier League Clubs, and one deliverer who was interviewed said that the Premier League branding had more significance for the school and parents than it did for the children. The children were fans of their club, regardless of what league the club was in, but adults interpreted the Premier League brand and association with the National Literacy Trust as an indicator of quality.

They were asked how much they agreed with the following statements "I like playing football" and "I like watching football". The children then responded on a four-point Likert scale ranging from *Strongly Disagree* (1), *Disagree* (2), *Agree* (3) and *Strongly Agree* (4). The children in the PLRS groups were more interested in playing football at both pre- and post-test than the children in the control group were (see Figure 1), and levels of interest in playing football were higher than they were in watching football (see Figure 2).

Figure 1: Mean Responses to 'I like playing football' ¹

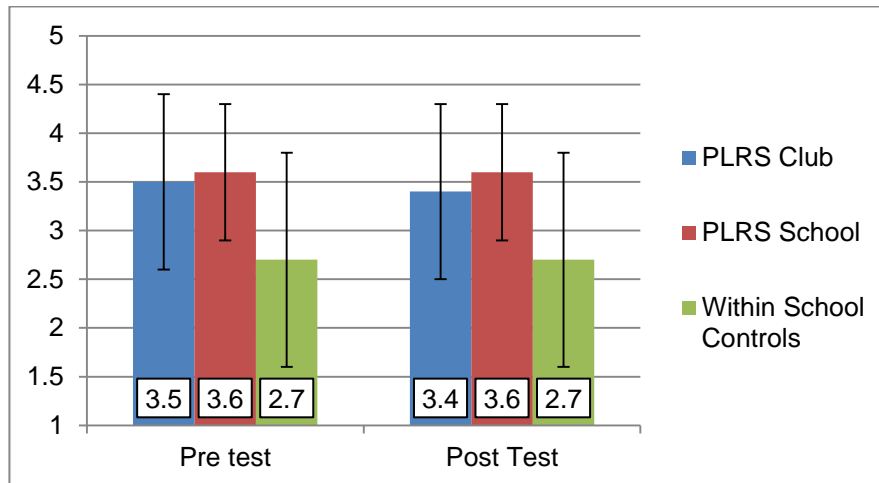
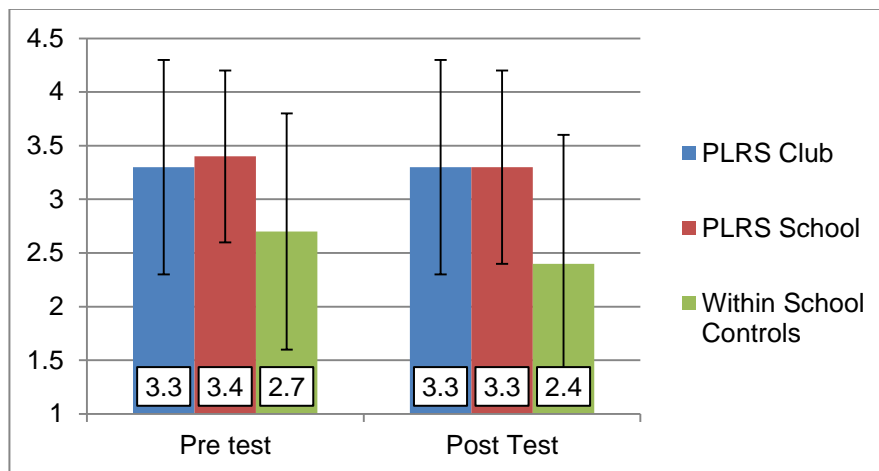


Figure 2: Mean Responses to 'I like watching football'



The clubs supported by the children included a mixture of Premier League Clubs, other local 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 typically had its origins in a family interest in the sport. Some of the children who participated in focus group discussions also noted that they completed their log book work with their fathers because of the shared interest in football. The schools also exploited this to strengthen home-school links, with the literacy lead at one school who was working with a football club constructing an invitation for parents of the pupils to come to the school to see their children graduating from the PLRS programme. The

¹ The vertical lines shown on the bars of Figures 1 and 2, and in other bar charts, represent the standard deviation of scores on that measure.

invitation showed silhouettes of the children who participated at the club stadium (see Figure 3). The school noted that three fathers who did not normally come into school made a point of attending. However, some children still experienced difficulties engaging their parents with PLRS and getting them to complete parts of the log book. As one child put it during a focus group discussion: *“No one reads at home”*. Deliverers also commented on the difficulties associated with engaging parents with the programme:

“Some of [the children] are really difficult to engage - not in the sessions, but it’s really difficult getting them to take stuff out of the library and read outside of the sessions. We even talk about how they spend their time at home, they need to prioritise that time for reading, when could you have that half an hour reading? Especially if you don’t have the parental support at home. We send a letter home about it but that’s about it...Probably because on my part it is quite a lot of work and I suppose when I have had friends that have done PLRS in public libraries that’s a better place to get parental engagement. Even when I did the boys we always talked about doing a lads and dads football session but it just never happened”. (School PLRS Deliverer Interview, Manchester).

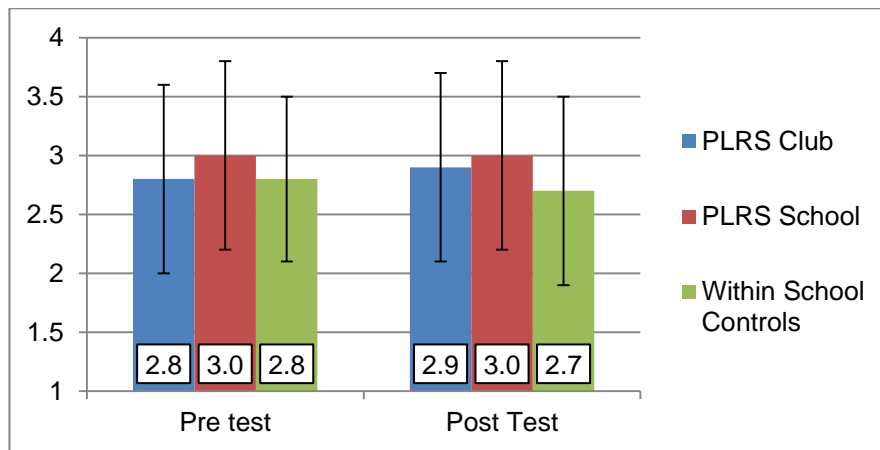
Figure 3: Evidence of PLRS being used to strengthen home-school links



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 although there was a small increase between pre- and post-test for the children in the PLRS Club condition, there was also similar growth over time in the control group. Overall there was little evidence of impact on the children’s levels of enjoyment.

Figure 4: Mean levels of agreement with ‘I enjoy reading’



To understand this finding we examined the content of the focus group discussions with students. Although many children in the group discussions talked about wanting to read more and being interested in different books as a consequence on PLRS, very few of them reported that they enjoyed the act of reading. This may be due to their limited ability in some cases. For example, one child commented:

“I don’t like reading anything. Still don’t ever finish a book because I get bored. I have to get someone to read it to me or watch it because when I am reading it I get too confused with the words rather than understanding what I am reading and so don’t know what I have just read “ (Manchester PLRS School Respondent)

Some children suggested that they would prefer to all be reading the same book at the same time, sometimes with the teacher reading parts of it aloud for them, rather than being expected to complete reading tasks independently at home. However, other children did report enjoyment as a consequence of care taken on the part of the deliverer to find reading material that the children would find interesting:

“[Deliverer] actually helped find me a selection of books I may like and actually understand and I actually get them if you know what I mean and I have enjoyed that part of it”. (Manchester PLRS School Respondent)

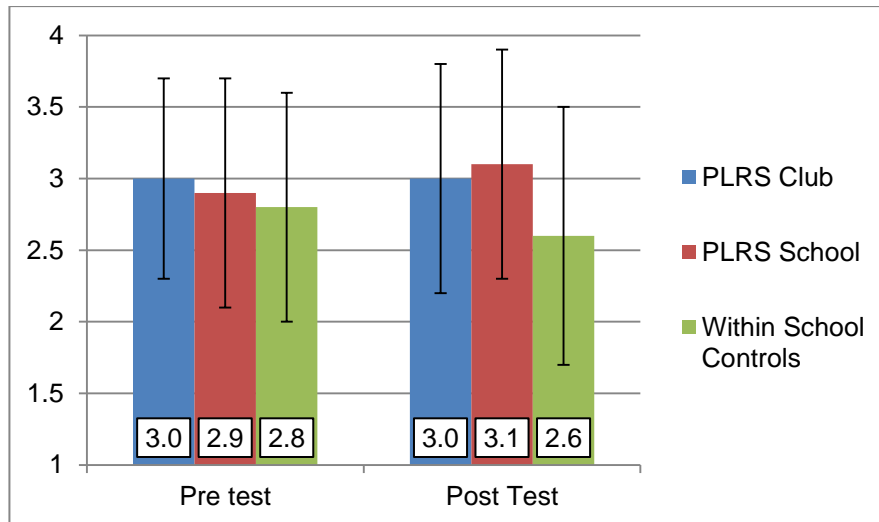
This was consistent with a general view from the children across sites that they preferred PLRS to their regular English lesson. So we suggest that although there was evidence that the children enjoyed participating in PLRS and recognized that it was benefitting their reading behaviours and helped them to find books that were more enjoyable, they did not necessarily find reading itself any more enjoyable.

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. We found a significant effect of PLRS participation on the children’s ratings of how confident they felt² (see Figure 5 below). Specifically, **we found that both the children who completed PLRS with**

² ANCOVA analyses are used throughout unless where otherwise indicated. The covariate is always the children’s scores at pre-test on the outcome variable being measured. In this instance $F(2, 278)=6.427, p=.002, \text{partial } \eta^2 = .044$.

school staff, and those who did it with a Premier League Football Club showed a significant improvement in reading confidence between pre- and post-test compared to the children in the within school control group ($p < .001$ and $p = .004$ respectively³).

Figure 5: Mean levels of agreement with ‘I am a confident reader’



The deliverers we interviewed mentioned that their children often appeared to be more confident with reading both in and outside PLRS sessions “even for EAL students” and that in one deliverer’s view, it:

“Boosted reading confidence in the most disengaged children” (PLRS School Deliverer Interview, Leeds)

We also evaluated the impact of PLRS 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”⁴. We found a **significant positive impact of PLRS participation on levels of student autonomy in relation to reading**⁵, with both the PLRS Club and PLRS School children reporting significantly higher levels of autonomy over time, relative to the control group who showed a decrease in autonomous reading behaviours over the same period ($p = .014$ and $p = .005$ respectively; see Figure 6). This was supported by feedback from the children in the focus group discussions, who explained that they were now allowed to choose to

³ A p value indicates the probability that there is no effect of PLRS 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’.

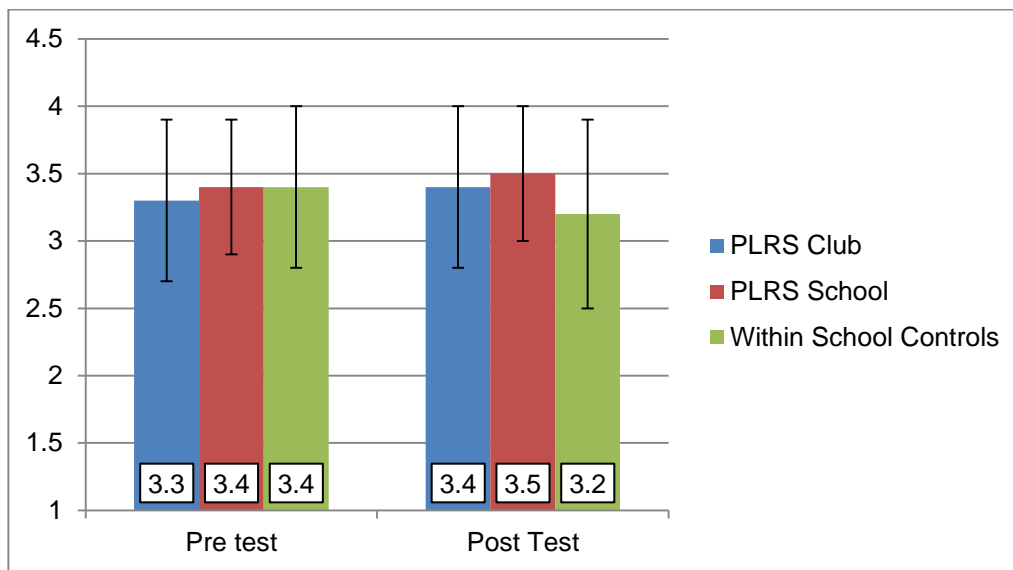
⁴ Scale Alpha = .705

⁵ $F(2, 278) = 4.269$, $p = .015$, partial eta squared = .03

read any of the books from the book boxes supplied with PLRS and they perceived this to be an increased level of control over what they were now permitted to read at school.

“Before we could only read from our book bands but now we can read these [indicated PLRS books], and we have Match over there [in the library] we can read”. (PLRS School Focus Group Respondent, Leicestershire)

Figure 6: Mean 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”⁶ (see Figure 7). We found evidence of a **significant positive effect of PLRS participation on the children’s perceived reading competence**⁷, which was due to both the PLRS Club and PLRS School groups maintaining their view of their reading competence over time, whilst the control group’s competence declined over the same period ($p = .001$ and $p < .001$, respectively).

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 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”⁸. **We found evidence of a significant positive effect of PLRS participation on relatedness scores**⁹. Similar to the reading competence scores, this can be attributed to the PLRS Club and PLRS School groups maintaining their feelings of relatedness in relation to reading over time, but the control group showing a decline on this outcome variable over the same period ($p = .012$ and $p = .016$, respectively; see Figure 8).

⁶ Scale alpha = .740

⁷ $F(2,278)=6.815$, $p=.001$, partial eta squared =.047

⁸ Scale Alpha = .631

⁹ $F(2, 278)= 3.571$, $p=.029$, partial eta squared =.025

Figure 7: Mean Scores on Perceived Competence in Reading

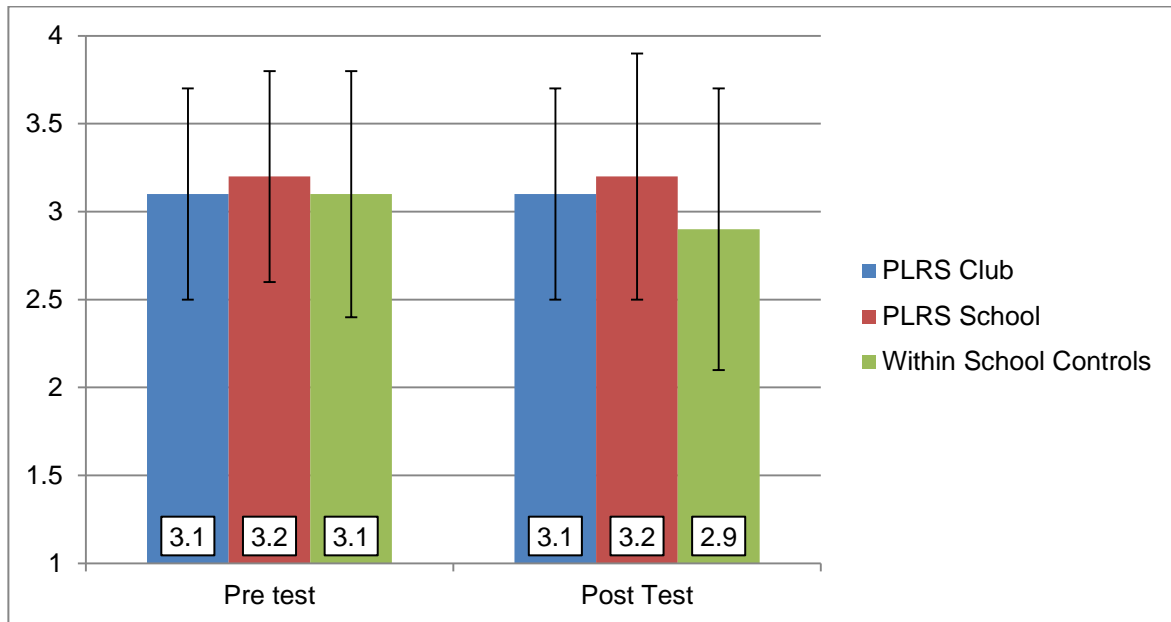
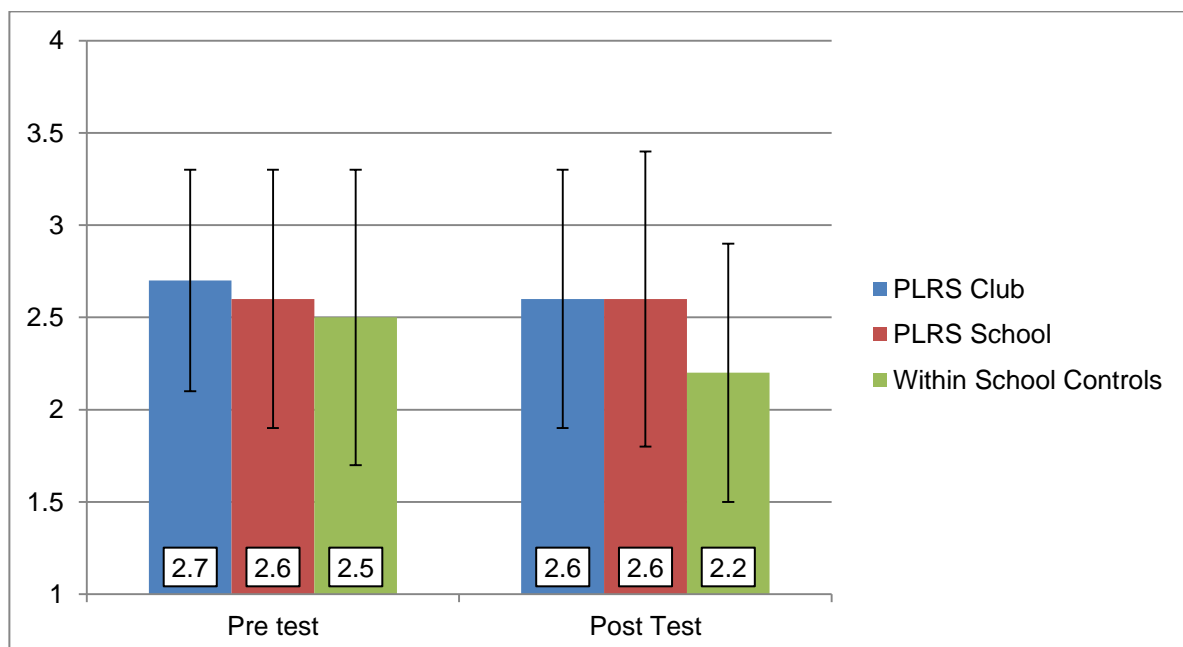


Figure 8: Mean Scores on Perceived Relatedness in Relation to Reading



As motivation is complex and multifaceted, and some aspects of motivation are less desirable than others, we examined the impact of participation in PLRS 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.

Average scores for each motivational subscale are shown in Table 3. There was no evidence of either PLRS group outperforming controls on any of these subscales. This could be due to the limited duration of the evaluation period, as fundamental changes in motivation, like attitudes, make take longer to become an established change in the individual. The use of rewards in PLRS may also conflict somewhat with the aim of working towards the development of intrinsically motivated reading behaviours.

Table 3: Breakdown of motivation scores by subscale¹⁰, group and time of testing (with standard deviations in parentheses)

		PLRS Club	PLRS School	Within School Controls
Amotivation	Pre	2.40 (.80)	2.19 (.79)	2.26 (.82)
	Post	2.43 (.91)	2.23 (.78)	2.16 (.79)
External	Pre	2.60 (.71)	2.49 (.73)	2.36 (.79)
	Post	2.48 (.78)	2.35 (.73)	2.16 (.75)
Introjected	Pre	2.58 (.76)	2.42 (.73)	2.29 (.72)
	Post	2.57 (.72)	2.42 (.79)	1.99 (.72)
Identified	Pre	3.20 (.72)	3.23 (.69)	3.10 (.82)
	Post	3.11 (.79)	3.18 (.72)	2.76 (.82)
Intrinsic	Pre	2.87 (.92)	2.99 (.91)	2.77 (1.0)
	Post	2.73 (1.0)	2.89 (.92)	2.54 (.95)

Discussions with the children in the focus groups revealed that most found engagement with the programme motivating in terms of how often they now read. Almost all the children we spoke to said that they felt that they now read more outside of school as a direct result of engagement with PLRS. They found the use of incentives particularly motivating, with children wanting to collect all the stickers they needed, and win prizes for completing the online quizzes.

“I read loads at home now ‘cause I want to get my team [stickers]...I get one every time I read a book at home.” (Focus Group Respondent, Leicestershire)

¹⁰ Motivation subscale alphas were as follows: Amotivation = .737; external regulation = .607, introjected regulation = .665, identified regulation = .772, intrinsic motivation = .924

“I never read Wimpy Kid before this. I’m into them now, want to read more.” (Focus Group Respondent, Leicestershire)

“When you do stuff you can get these pens and rulers. It’s much better than normal English”. (Focus Group Respondent, Leicestershire)

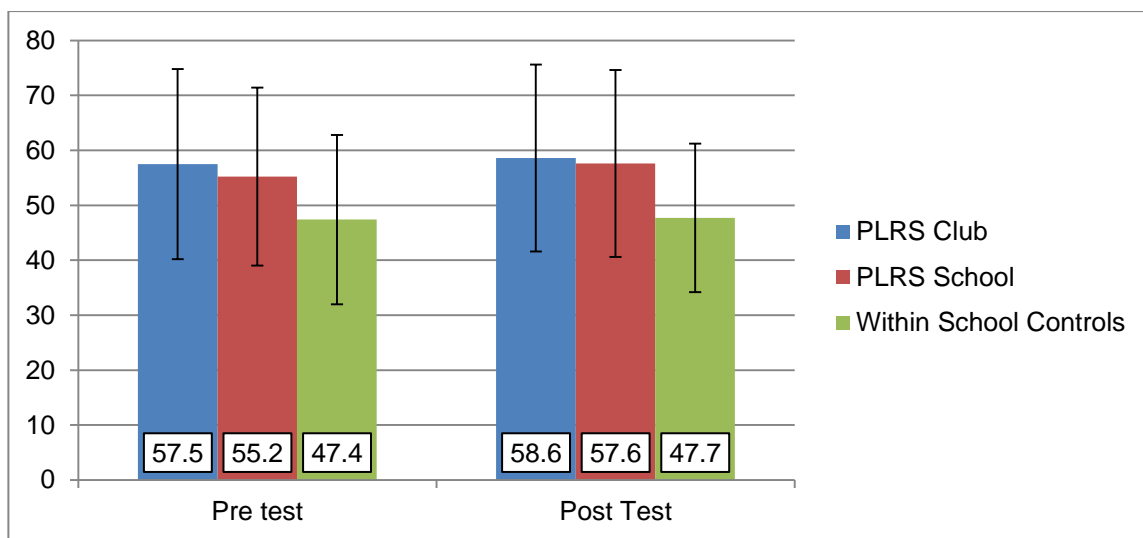
Children mentioned other incentives not provided but that were used by the deliverers, such as chocolate, pizza or even football shirts:

“I wanted to win a football shirt so I read more, because I don’t read normally.” (Focus Group Respondent, Manchester)

Impact on Children’s Reading Frequency

Children from each focus group discussion 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, like more fiction books and more football-related material. To examine the impact of the programme on reading frequency we scored the frequency with which the children read each of the various types of text covered in the questionnaire (see Appendix 1) on a seven-point scale (e.g. a response of ‘never’ was scored as 1, and a response of ‘everyday’ was scored as 7). We then added the children’s scores for each type of text together to provide a total reading frequency score. These data are shown in Figure 9 below.

Figure 9: Pre- and post-test scores for the children’s frequency of reading



The statistical analysis of these scores just failed to reach statistical significance, but indicated a marginally reliable effect of PLRS participation on the data¹¹. However, when we considered the performance of the two PLRS groups relative to the control group, we found that the **children in the PLRS Club condition showed significantly better growth in reading frequency than the control children did** ($p = .024$). Most of the children we talked to in the focus groups felt that they read more often now as a consequence of PLRS and some were reading different material. For example, the children reported that they were now reading more fiction books and had particular authors that were favourites now, either because they were included in the book box or following an author event linked to PLRS.

¹¹ $F(2, 265) = 2.744, p = .066, \text{partial } \eta^2 = .02$

Impact on Children’s Attitudes to Reading

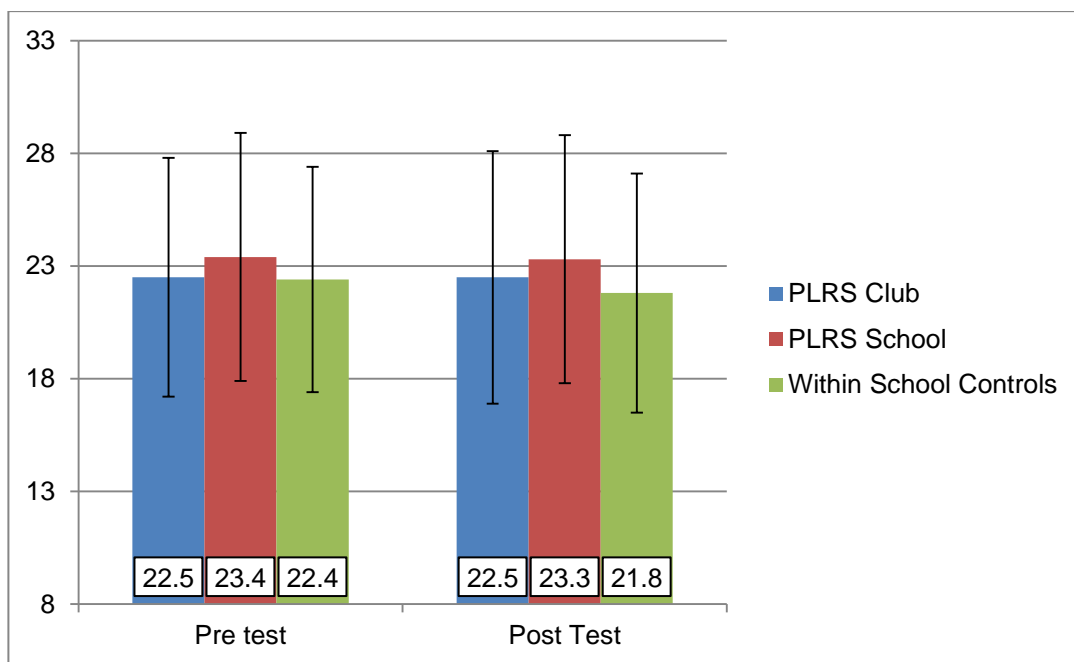
The children were asked to indicate how strongly they agreed with a series of eight attitudinal statements to do with reading¹², using the four-point Likert scale used before, which ranged from Strongly Disagree to Strongly Agree. The items used were:

- 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 PLRS 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 vast majority of children we spoke to were positive about participating in PLRS, their attitudes to reading seemed to be largely unchanged as they were relatively positive at the outset. However, their interest in books appeared to have increased as a result of exposure to the titles in the resource box, and meeting authors at stadium tours.

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

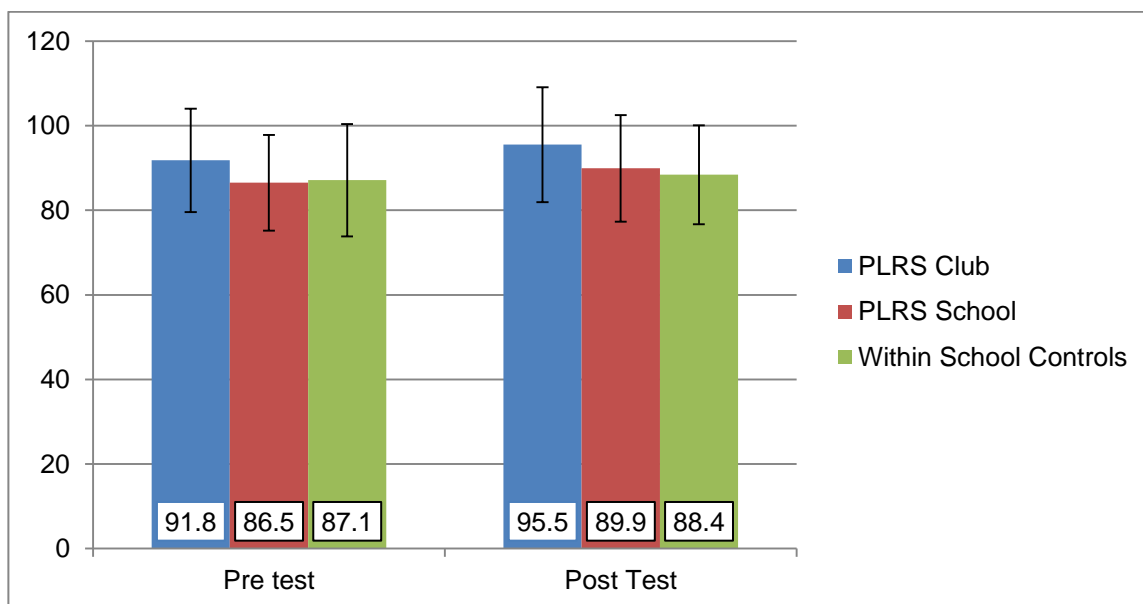


¹² Scale alpha = .880

Impact on Children’s Reading Skills

To assess the impact of PLRS 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 that there was a significant effect of PLRS participation on reading outcomes¹³. That is, although all three groups showed improvement in reading ability over time, **children who received PLRS via a Premier League Club made significantly greater gains in standardized reading scores compared to the control group** ($p = .007$), improving 3.7 standardized score points in just three months (see Figure 11). The PLRS School children improved by 3.4 standardised score points, and the control children improved by just 1.3 standardised points. 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.

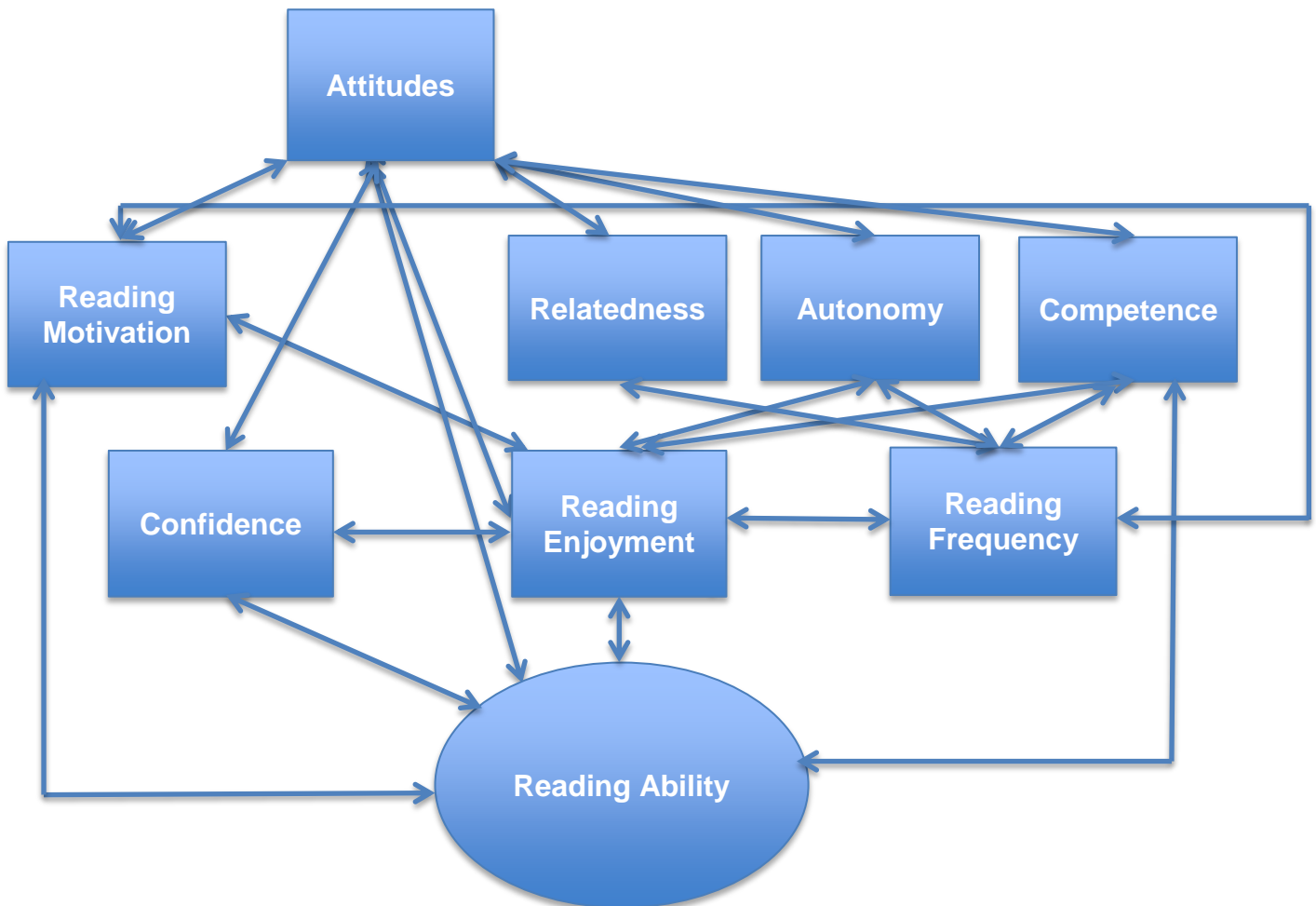
Figure 11: Children’s standardized word reading scores at pre- and post-test, by group



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 PLRS School group. This revealed that there were significant associations between standardized reading scores and enjoyment of reading ($r = .331$, $p = .016$), confidence ($r = .597$, $p < .001$), attitudes ($r = .314$, $p = .022$), feelings of competence ($r = .401$, $p = .003$) and intrinsic motivation ($r = .354$, $p = .009$). How often the children read different types of reading material at post-test was positively associated with enjoyment of reading ($r = .441$, $p < .001$), confidence ($r = .334$, $p < .001$) levels of autonomy ($r = .342$, $p < .001$), competence ($r = .373$, $p < .001$), and relatedness ($r = .253$, $p = .003$), and intrinsic motivation ($r = .422$, $p < .001$). Enjoyment of reading was related to confidence ($r = .627$, $p < .001$), and attitudes to reading ($r = .668$, $p < .001$), autonomy ($r = .344$, $p < .001$), competence ($r = .604$, $p < .001$), relatedness ($r = .516$, $p < .001$) and intrinsic motivation ($r = .729$, $p < .001$). Figure 12 illustrates significant key relationships for ease of reference.

¹³ $F(2,237) = 3.962$, $p = .02$, partial eta squared = .032

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



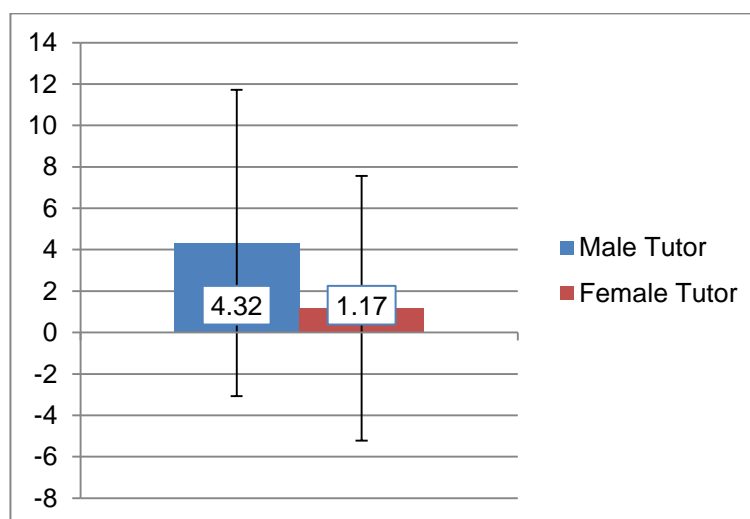
Characteristics of the Deliverers

Of the 50 deliverers who responded, 30% were male and the average age of deliverers was 39 years (ranging from 21 to 62). All the deliverers who responded to the ethnicity question (48 out of 50) identified as White. In terms of school role, 20% were teaching assistants, 4% were NQTs, 30% were class teachers, 12% were literacy leads, 6% were head of English, 2% were PE teachers, 4% were Deputy Heads, 4% were headteachers, and 6% were football club staff. Other staff who ran the delivery included literacy officers, literacy / numeracy support staff, other supervisors and librarians – librarians formed the majority of ‘other’ staff. Of these staff, 56% had completed the Premier League Reading Stars training, and 72 % reported liking football. The deliverers’ motivation to deliver PLRS was good (on average 5.9 out of 7), although their confidence lagged behind this (4.8 out of 7).

Tutor motivation was significantly associated with how much children improved from pre- to post-test in autonomy ($r = .179, p = .024$), **and competence** ($r = .190, p = .017$). In other words, the more motivated the tutor delivering the session was, the more progress their students made in relation to autonomous reading and feeling of competence in relation to reading. **Tutor confidence was significantly associated with the degree of change in standardized reading scores from pre to post** ($r = .213, p = .006$) **and how much change there was in the children’s feelings of competence in relation to reading** ($r = .204, p = .01$). These findings mean that tutors who were more confident were more likely to have better pupil outcomes in relation to both reading ability and the pupils’ feelings of competence.

The gender of the tutor who delivered the programme also seemed to impact the outcomes of the programme (see Figures 13-15). In particular, male tutors were linked to better performance on the reading test¹⁴, levels of autonomy¹⁵, and levels of competence in relation to reading¹⁶. However, two things should be noted here. Firstly, there is a strong influence of a single tutor in these data, as Leicester City FC used the same individual to deliver PLRS across a range of schools. In addition, there is a significant association between gender of tutor and interest in football¹⁷, with all male deliverers reporting that they were interested in football, whereas there was more of a split opinion with female practitioners.

Figure 13: Degree of change in standardized reading scores over time in PLRS children, by gender of their deliverer



¹⁴ $t = 3.362, p = .001$

¹⁵ $t = 2.894, p = .004$

¹⁶ $t = 4.051, p < .001$

¹⁷ Chi Squared = 8.333, $p = .001$

Figure 14: Degree of change in pupil autonomy scores over time in PLRS children, by gender of their deliverer

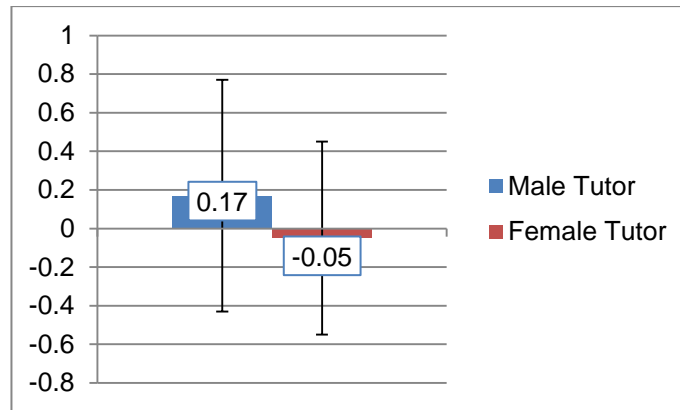
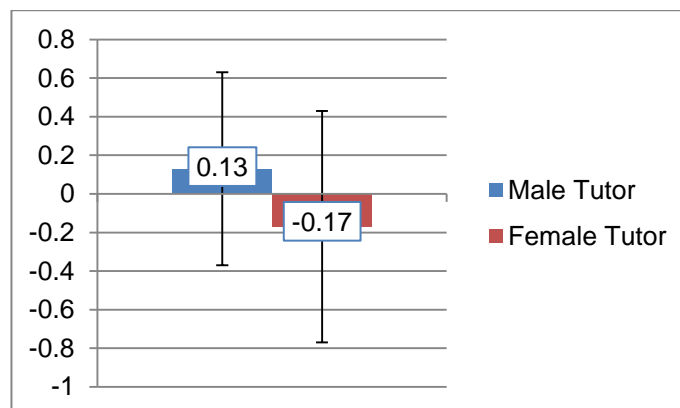


Figure 15: Degree of change in PLRS pupils' sense of reading competence over time, by gender of their deliverer



This was supported by the comments of the deliverers, although not all staff felt that gender was necessarily important. It did seem to matter to most, as did the involvement of staff who had football expertise:

"I think for me some PE input is good because it makes it more of a broader thing than just me (librarian) and in the past I have always done it with a PE teacher and this year I have not been able to get those members of staff it's been really sad. But it doesn't give them the wider that reading is not just about the librarians telling you and particularly a boys session it would have been really good to have a male PE teacher really into football too and you get all that banter about the teams I watch I really try and keep up with football but to have someone else too is really good and to have that male role model. Yes I do [think that gender of the tutor matters], I don't think it does so much but it is nice, boys need a male role model for reading not just women the vast majority of English teachers are women, the vast majority of primary school teachers are women so it does really help. For the girls, we wanted Miss X who used to play with half of the English team she used to play women's football and she left to become a teacher so she knows quite a lot of the City team and I asked her to try and get somebody in but she couldn't and their season has just started anyway but if we had had Miss X it would have been fine as she is a deliverer she does football with them" (Female PLRS School Deliverer, Manchester)

“I think it helps that the person delivering [PLRS] has an interest in football, can engage in banter with the students. It is also helpful to have a male role model” (Male PLRS School Deliverer, Manchester)

The children who worked with the football club staff were in agreement that working with the club deliverer made their experience of the programme distinctive (see Figure 16). There was some acknowledgement that school staff could deliver the programme but that it ‘wouldn’t be the same’. Club staff were seen as role models by the pupils, and the children recognized that they delivered the programme differently. They reported that although the relationship with club staff was more relaxed than it was with school staff, they still had a sense that discipline and work ethic was important. The children who had contact with the deliverer from Leicester City FC commented in their discussions how much they looked up to the staff member they were allocated and the impact he had on them beyond just reading:

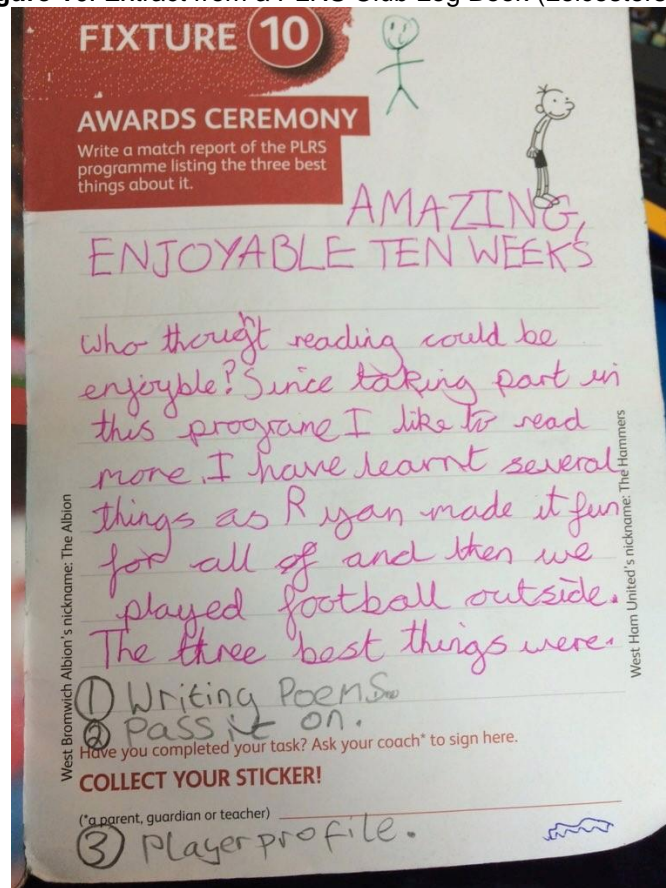
“I really liked XXXX. I muck about in class all the time and I did in this and he gave me three chances, and I messed up. I really wanted to do it and he said to me I could try again. I stayed to the end and I really wanted to do it because he wanted me to do it. He thought I could. I wanted to show him I could do everything.”

“He is like a ... a role model.”

“You really want to live up to him.”

“The best teacher we have had.”

Figure 16: Extract from a PLRS Club Log Book (Leicestershire)



One group of children discussed whether their own teachers could deliver the programme as effectively. What emerged from this discussion was that the teacher had to have credibility with the children in terms of not just liking football, but ideally having been involved in it in some way. The deliverers' ability to play football seemed to be particularly important for many children. What also emerged was that some children did not always get the opportunity to engage in more practical football activities, or to practice skills in a follow on lesson, and this seemed to impact their willingness to engage with the literacy activities.

School Delivery Context

22% of the schools whose staff had responded had run PLRS in the past and 56% had previously experienced contact with a football club. There was no evidence that having run PLRS before resulted in better pupil outcomes.

Most had experienced contact with their local football club, and clubs mentioned by more than one deliverer were Scunthorpe United, Norwich City, Derby County, and Chesterfield. Only 38% of schools experienced club contact as part of this year's delivery of PLRS. The reasons given for running PLRS were (in order of importance):

- The school was looking for approaches to boost children's motivation to read (96%).
- The school was looking for approaches to engage boys with reading (94%).
- The school was looking for approaches to boost children's enjoyment of reading (88%).
- The school was looking for approaches to boost children's reading attainment (84%).
- The school was looking for approaches to engage struggling readers with reading (78%).
- Many children in the school were interested in football (76%).
- The school was geographically close to a club (20%).
- Many staff in the school being interested in football (18%).
- The school was geographically close to a Premier League club (16%).
- The school liked to get involved in sports initiatives (10%).
- The school had received a Premier League Kit in the past (8%).
- The school had participated in other Premier League projects or interventions (4%).
- The school had received football facility funding in the past (2%).
- The programme was recommended to them (2%).

32% of schools reported having no club contact. The clubs that the schools mentioned having contact with were Scunthorpe (4%), Norwich (6%), Coventry (2%), Stoke City (4%), Liverpool (2%), Manchester United (4%), Bournemouth (2%), Leicester City (4%), Newcastle (2%), Southampton (4%), Everton (2%), Sunderland (2%), West Bromwich (4%), Manchester City (6%), Chelsea (2%), Peterborough, (2%), Bradford (2%), Burnley (2%), Bath (2%), Oxford United (2%), and Sheffield Wednesday (4%) .

Group size varied a lot across schools, ranging from 3 pupils to 30 pupils, with an average group size of 13.8 pupils. 40% of the schools whose staff responded used PLRS with a whole year group. The following verbatim responses from the survey capture the range of reasons given for this decision across the sample, but **boosting pupils' reading before SATS** featured heavily:

"We wanted Y6 to get additional support prior to SATs."

"Year 5s as a transition project with one of our feeder primary schools."

"To help with SATS boosting."

"Preparation for SATS (Year 6)."

"Y6, to help with SATS reading (and writing) prep."

“Timetabling constraints.”

“Year 8 as there was little intervention provided in this year group.”

“We have other interventions in place for year 7 and felt that year 8 needed some reading intervention too. We felt the programme wouldn't work with students older than year 8.”

“To encourage more year 7 boys to read.”

The majority of schools funded the programme through pupil premium money (56%), followed by various different parts of the school budget, such as that set aside for interventions, English Department or library (36%). The remaining 8% of schools funded the programme through the local club (4%) or other local fundraising (4%).

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

- They were underachieving in reading (78%).
- They were interested in football (66%).
- They were disinterested in reading activities at school (56%).
- They were boys (48%).
- They were on pupil premium (40%).
- They were on free school meals (14%).
- They were chosen from the girl's football team (2%).
- They were the smallest group (2%).

86% of schools ran the sessions on a weekly basis, with a further 2% running every fortnight and 2% reported running less often than once every two weeks. 6% reported running three times a week over a shortened period and one school ran it twice a week. It was delivered at a range of different times. The survey responses revealed the following profile:

- After school (26%).
- In the afternoon (22%).
- In the English lesson (18%).
- During a scheduled intervention slot (16%).
- In the morning (12%).
- Across a rota of different lessons (4%).
- During a PE lesson (2%).

Deliverer interviews identified an additional school who delivered it before school. At this school pupils who attended PLRS before school were rewarded with a passport to do football skills training with someone from the local club at lunchtime. The children we talked to who received PLRS during regular lessons mentioned that they often were unhappy about missing a scheduled lesson, but were not sure that they would have attended PLRS if it was run before or after school. Two children mentioned feeling disappointed that they had to miss their regular English lesson (they were more able readers) and rehearsals for a school performance. But the majority of children we talked to felt that having PLRS as part of the school day was their preferred option.

The most common lesson length reported was 60 minutes, with lessons ranging from 20 minutes to 120 minutes. Something that was mentioned in both, the survey responses and during the interviews with deliverers, was the amount of time needed to deliver each fixture. The amount of time needed seemed to depend upon the ability and size of the group, and how it was delivered.

“I felt that there was too much to do in the hour I could allocate each week.” (Anonymous Survey Response)

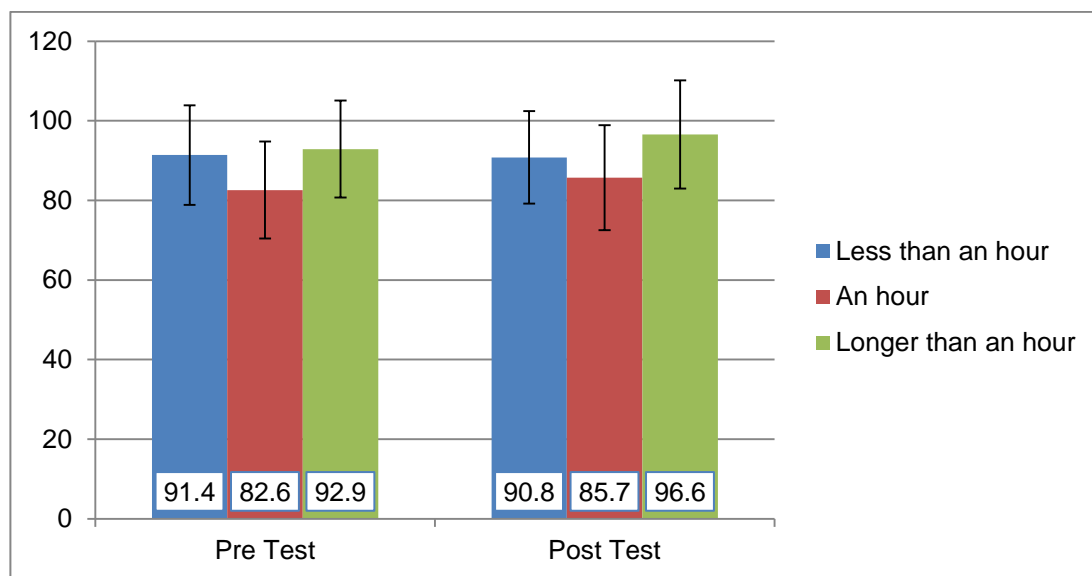
“There is not enough time in the hour to do everything so we didn't get time to read a book together. For example one of the starter activities was talking about the books they were reading and one session before

Easter not very many attended so it was a very personal session talking about why they liked reading, what they liked to read. And [colleague] and I got a selection of books out on the table trying to tailor very carefully to them and that took the whole of the hour to do so we ditched the rest of the session, that was meant to be the starter. So I always adapt what is in the group to how the group responds.” (Manchester PLRS School Deliverer)

We grouped the PLRS children according to whether the duration of their PLRS 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 outcomes¹⁸, autonomy¹⁹ and competence²⁰**. In all three cases we found that there was a greater degree of positive impact as the duration of the PLRS session increased, as illustrated in Figures 16 - 18.

It should be noted that for the children working with Leicester City Football Club, the delivery format was two hours, with the first hour being dedicated to a PLRS fixture, and the second hour set aside for football skills training. However, if the children did not complete the fixture in the first hour, the second hour was used to complete the PLRS fixture work.

Figure 16: Pre- and post-test differences in pupils’ standardized reading scores as a function of lesson duration



¹⁸ $F(2, 162) = 4.998, p = .008, \text{partial } \eta^2 = .058$. Less than one hour < More than one hour, $p = .005$

¹⁹ $F(2, 154) = 4.193, p = .017, \text{partial } \eta^2 = .052$. Less than one hour < More than one hour, $p = .029$. One hour < More than one hour = .018

²⁰ $F(2, 154) = 6.284, p = .002, \text{partial } \eta^2 = .075$. Less than one hour < More than one hour, $p = .012$

Figure 17: Change in pupils' reading autonomy scores as a function of lesson duration

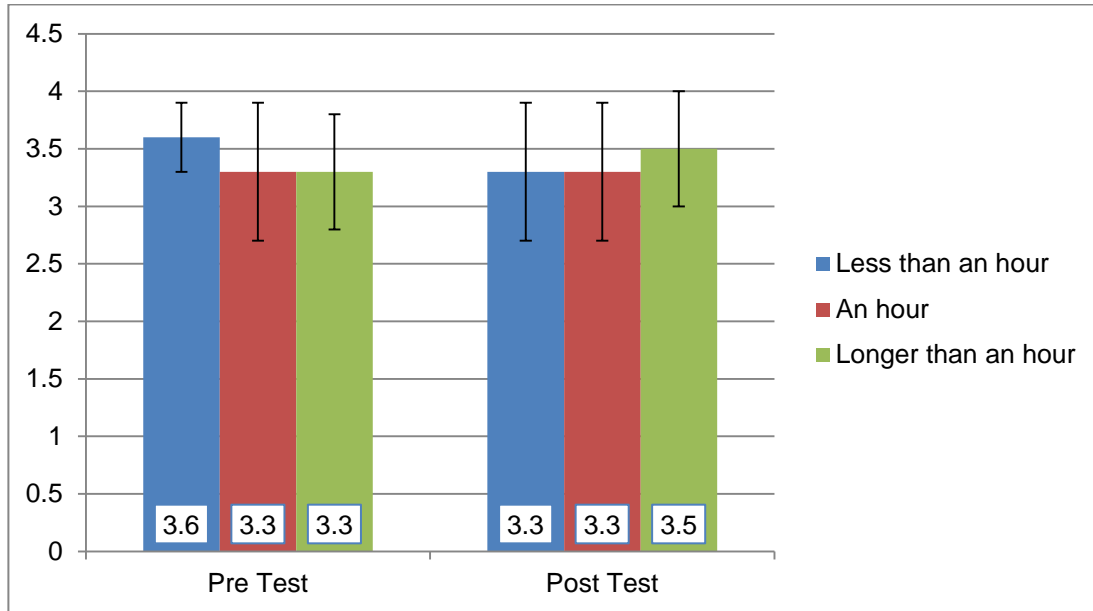
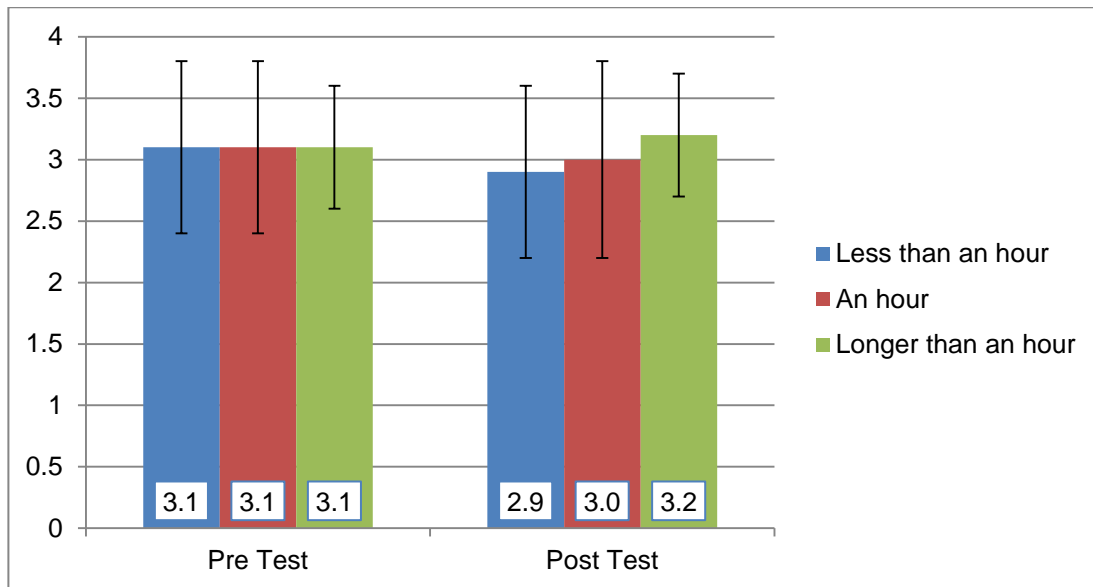


Figure 18: Change in pupils' perceived reading competence scores as a function of lesson duration



Although it seemed to be typical that only one member of staff was involved in the delivery, where club staff were delivering the programme it was felt that the biggest benefits to the school were when school and club staff were both present in the sessions. This was because the school staff were then more aware of what was covered in the sessions and also could augment the delivery of the English language elements. For example, the Leicester City Club deliverer noted that when he read through the children's log books, he was focusing on the content of the

children's work, whether or not they had completed it and how much effort the children had put in. In one school where the school staff member remained in the PLRS sessions, she would highlight grammar, punctuation and spelling errors and remind the children about the importance of attending to these. The club deliverer is now enhancing his understanding of spelling, punctuation and grammar rules over the summer to enable him to also be able to comment on the children's texts in the same way at schools where there is not involvement from English staff.

We were able to interview some of the staff members at the schools where club delivery had occurred. We found that in Leicestershire often the school staff member was a teaching assistant and they appeared to see their role as somewhat passive, and were willing to just observe what was going on and help out with activities. The teacher responsible for PLRS at the school organized the selection of pupils and timetabling of the sessions, but was not always present. In Manchester, the Literacy Lead explained that as the Manchester Club deliverer was seen as a staff member at the school she was happy for him to run the sessions unobserved. She saw her role as identifying students who would benefit and monitoring how well they had responded to the programme, as she did with all the interventions that were run at that school. She mentioned that across all the school staff there was an ongoing need for her to support colleagues in their understanding of the English Curriculum requirements and build staff confidence in the delivery of these.

Similar comments were made by school staff, regarding the need for a balance between sport and English content and staff in the sessions:

The locations used for PLRS lessons included:

- Classroom (56%).
- School library (38%).
- Playground (14%).
- School hall (16%).
- IT Suite (14%).
- Football Stadium (4%).
- Public Library (2%).
- Astroturf / sports hall (4%).
- Intervention space (2%).
- Other rooms (4%).

The spaces used proved to be significant for some staff and pupils we spoke to, as they expressed frustration when they were unable to complete activities like the penalty shoot outs because the room or space they were in was deemed to be unsuitable. Similarly, the Leicester City club deliverer explained that sometimes found he had been allocated a sports hall or similar open space where there were no tables available for the pupils to work on and no access to computers to enable the integration of web activities or videos into the lessons.

The books from PLRS were integrated in the following ways:

- A special session was created to enable the children to explore these books (14%).
- Integrated into English / Literacy lesson (8%).
- Integrated into Sport / PE lesson (4%).
- Integrated into school library (30%).
- They were not integrated they were for sole use in PLRS sessions (44%).

One of the comments made during the focus groups with the children was that they felt that they read more during the PLRS lessons than they did during their regular English lessons. This comment was made spontaneously at three school sites, and when children from other schools were asked about this in subsequent focus group sessions, there was also agreement. One PLRS School deliverer in Leicestershire mentioned, during her interview, that when they gave out the books in the resource box for the first time the children became excited and asked if they could start

reading them straightaway. The teacher was so delighted with this response from her group of struggling readers that she abandoned her plan for that fixture and the children spent the whole lesson reading.

Although the inclusion of books in the resource box was widely welcomed by all the staff we spoke to and those who completed the survey, there was some criticism of the book selection in the resource box provided. Some schools already had books like Roald Dahl and Diary of a Wimpy Kid, and the annuals included did not always reflect local teams. Some children suggested that the annuals should just be about football in general rather than specific clubs. Deliverers in secondary school settings also expressed disappointment that the books were ones that both staff and pupils would associate with primary school.

“Although we use the books they say they look like primary school books so they didn’t like that. So although we have used them they are not the basis of everything.” (PLRS School Deliverer, Manchester)

However, other staff mentioned that they were now thinking of buying more copies of the books in the resource pack as boys really enjoyed them and engaged with them. Other evidence of wider benefit of PLRS participation included improved reading and concentration in other lessons:

“Boys that used to pretend to read books in class or lost interest very quickly are now actually reading books and concentration has improved.” (PLRS School Deliverer, Manchester)

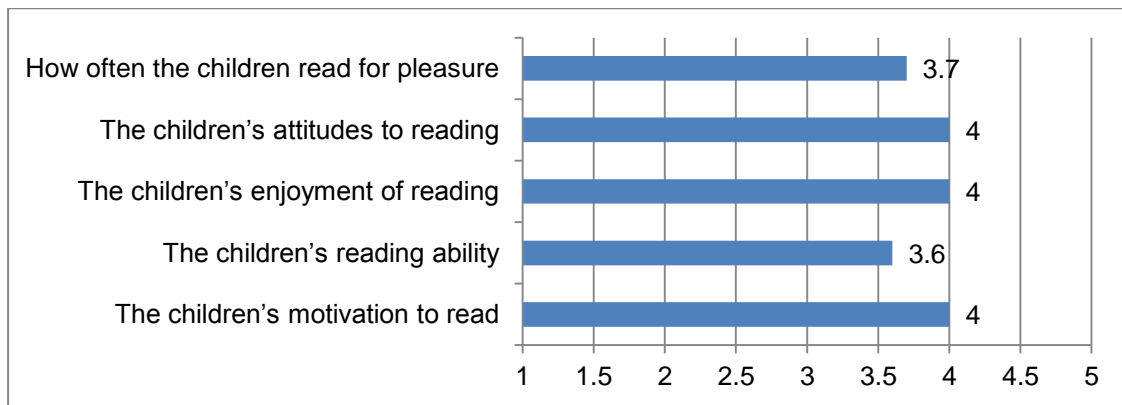
94% of deliverers reported augmenting the programme with other resources, which were:

- Newspaper cuttings (90%).
- Physical tools (e.g., red / yellow cards, sponge ball) (62%).
- Websites (58%).
- Match day programmes (44%).
- Radio podcasts (2%).
- Other sports writing (44%).
- Interviews (24%).
- Refreshments (28%).
- Football Magazines (6%).
- Broadcast commentary (6%).
- Books (4%).

Deliverers' Perception of Impact on Pupils and School

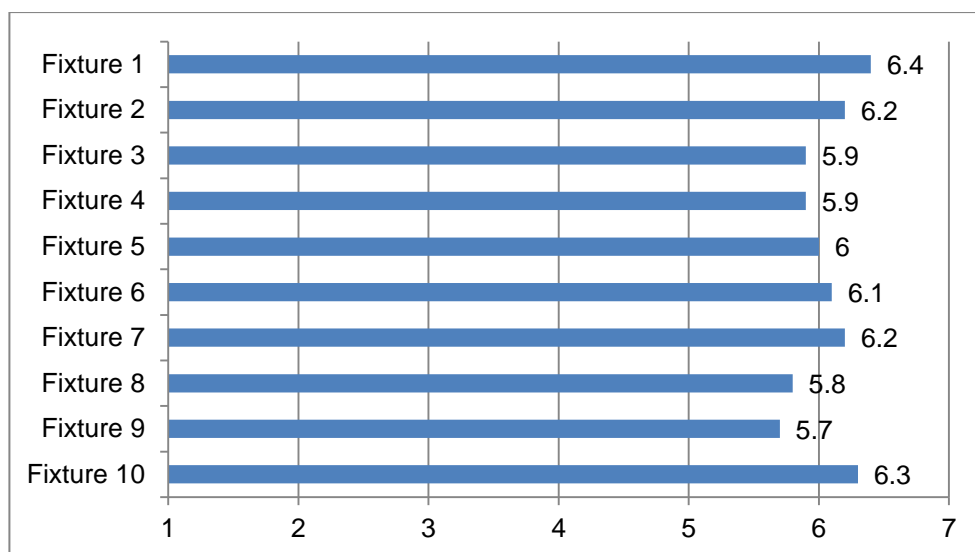
The deliverers were asked to rate how effective they considered their implementation of the programme to be at impacting different aspects of the children's behaviour in relation to reading. A score of 1 indicated 'highly ineffective' and 5 was 'highly effective'. The average response scores are illustrated in Figure 19 below. Overall there was agreement that PLRS positively impacted all areas targeted by the programme. However, it is noteworthy that practitioners felt that the areas least likely to be impacted by PLRS were reading ability and frequency of reading.

Figure 19: Practitioner ratings of the effectiveness of the programme in impacting the children's progress in reading



The deliverers were then 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 20 below. As can be seen, each session was rated as having a positive impact on the children's progress in reading, with Fixture 9 (Pass it On – Book Review) receiving the lowest ratings, although the differences between fixtures are minimal. A full list of the fixture titles and short description of the children's Training Log activities (these are activities completed by pupils outside of the fixtures) is presented in Appendix 3.

Figure 20: Practitioner ratings of how well each weekly fixture impacted children's progress in reading

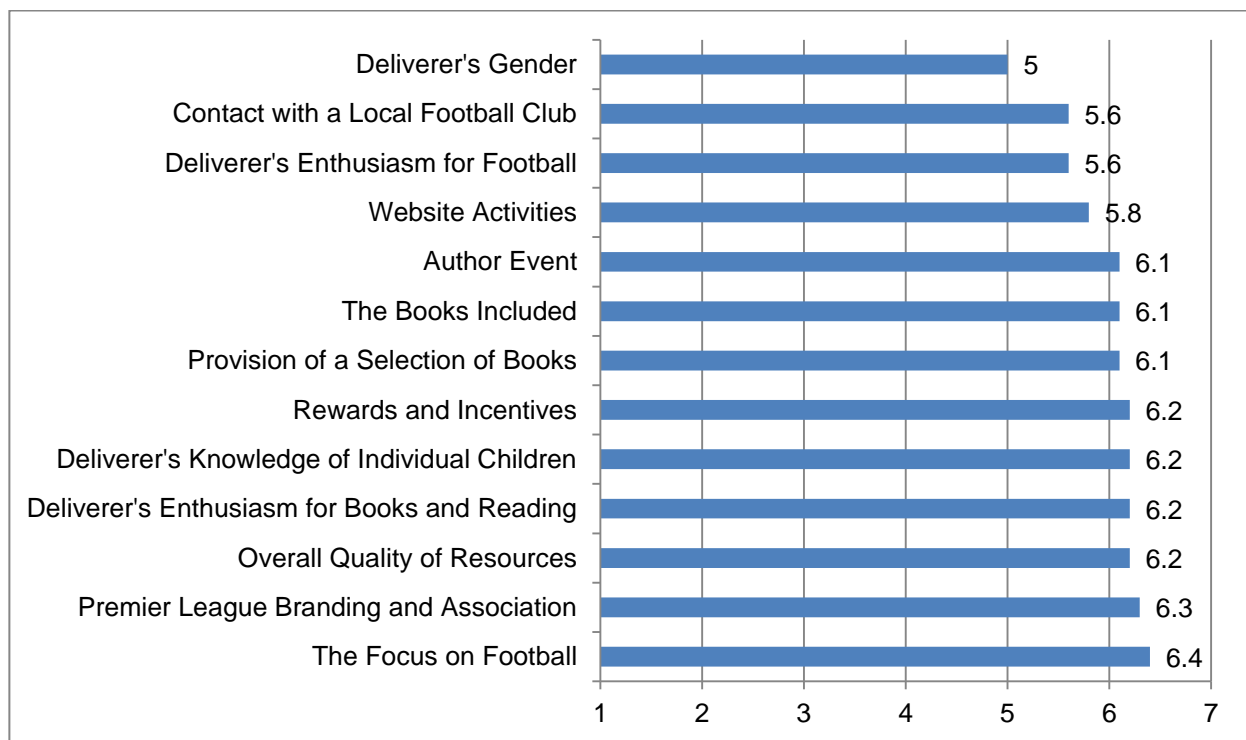


The children who had been able to attend a stadium visit all reported that this was their favourite fixture and they were clearly enthused by having the chance to meet authors there. Most of the children enjoyed the poetry task and this was popular with staff too, although a small number of students found that fixture more challenging and didn't like it as a result.

The children also reported enjoying the Top Trumps task and the interview task. All the children enjoyed the quizzes as they enjoyed having the chance to win prizes.

The deliverers were also asked to rate the other elements that made up the delivery of PLRS in the same way, on the same seven-point scale. The average scores from these questions are shown in Figure 21. There were similarly rated positively, although the gender of the deliverer was not considered to be close to neutral in terms of impact on the children's progress in reading. This is particularly interesting given the data presented in this report which have indicated that there is an impact of gender on pupil outcomes.

Figure 21: Practitioner ratings of how well each element of PLRS was perceived to impact children's progress in reading



Use of the www.extra-time.org website was highly inconsistent, with some PLRS sessions being based around engagement with it, and others struggling to use it. When asked if they used it outside of school during the focus group discussions, a small number of children reported that they did do the challenges at home, but others reported that they were not sure what their password was or what the web address was. As noted earlier, not all the rooms where PLRS was run enabled children to engage with the website during the sessions, and staff were often ambivalent about its use and did not appear to promote it. One survey respondent said:

*"We didn't run the website session as we didn't think it would engage students for the whole hour."
(Anonymous Survey Respondent)*

“The website has never been central to the programme at the school because it was temperamental and experienced lots of problems with it. [Children] didn’t mention using the website at home and didn’t think they will have done. They would only have used it in the sessions at the school...I find it difficult because the videos do not always work and it takes ages getting it up and running and by the time I have it up and running we have finished the session.” (PLRS School Deliverer, Manchester)

It is important to note that not all staff were so negative about the www.extra-time.org website, and in one PLRS School site in Manchester the children mentioned that they used the website a lot outside of the sessions, because they wanted to win the prizes for completing the most quizzes. In a PLRS School site in Leicestershire, the pupils were mixed in their use of the site. It was the first thing that they did when they came into the sessions, but not all pupils could remember how to access the site off campus, and it was clear from the sessions that the children (Key Stage 2) were quite limited in their ability to locate webpages using Google or type URLs into the correct place in a web browser.

*“Online challenges - good resource, good to get students working together on player profiles etc.”
(Anonymous Survey Respondent)*

“[The pupils] engaged with the website during sessions. I don’t know if they used it outside sessions. We mainly used the website for warm up activities and we projected it onto the whiteboard so that the whole class could engage with it.” (PLRS School Deliverer, Leeds)

When we asked whether they would welcome PLRS being delivered via the website there was a strong positive response from teachers and the children were comfortable with it, although some liked being able to put the stickers in their log book.

“Put all the materials on line, I think that boys would like the mix of football and IT” (PLRS School Deliverer, Leeds)

“It could all be online. With more activities. Definitely more activities. I really liked those but there were not enough.” (PLRS Club Focus Group Respondent, Manchester)

Distinctiveness of the Programme

Only 6% of schools were using PLRS as the sole reading intervention with the year group(s) participating in PLRS. The ones that were used were, in order of frequency:

- Paired reading / buddy reading programme (68%).
- Accelerated Reader (50%).
- Book clubs (46%).
- Read Write Inc. (34%).
- After school reading or writing clubs (30%).
- Jolly Phonics (10%).
- Letters and Sounds (24%).
- Reading Recovery (12%).
- Book Gifting (16%).
- In house reward / competition scheme (6%).
- Toe-by-Toe (4%).
- Rapid Plus (2%).
- Lexia (2%).
- Project X (2%).

- Sound Training (2%).
- Boosting Reading Programme (2%).

There was broad agreement across survey respondents on what made PLRS distinctive from other interventions. The focus on football as a way of engaging children was seen as its primary distinguishing feature, as was 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.

“It gets the boys more involved with using football as a positive approach.”

“More specifically aimed at a certain group of underperforming pupils rather than being broad in nature.”

“Great to focus on football and the idea of Premier League players/clubs being part of the scheme definitely has a great appeal.”

“I like that the scheme focused on improving opinions and approach to reading as opposed to solely ability.”

“Focussing on the main interest / hobby that the child has outside of school. Created an excitement and made them feel special as they were in their own elite group.”

“Far more engaging, especially the online challenges set by footballers.”

“Having the physical aspect was good - penalty shootout as a reward etc.”

“Set schemes of work based around football reading which gave a good focus to those taking part.”

“[PLRS] covers other literacy skills as well as reading, so they can link all areas together.”

“It engages our reluctant readers through a topic they all mutually enjoy.”

“It takes a subject that the students are really interested in. I am always amazed at how engaged they can be, how much they remember when they are interested. And it is great fun as well!”

“Pupils more enthusiastic; different approach to reading; different types of context/genre; use of team work; mixed media approach; opportunity to speakers / school trip.”

“The activities around reading were very useful; it wasn't simply just about books. The encouragement of reading newspapers/comics/match reports was refreshing.”

“More hands on, opportunities to kick a ball about and play games during sessions. Great way of getting boys to read when it is about something they enjoy, especially when it is only short snippets of reading, for example, in a magazine article or on a player fact file.”

There was evidence that PLRS had influenced how school staff were thinking about motivating pupils. In one PLRS School site in Manchester the teacher reported that the PLRS lesson plans had been adapted and used in the normal English lessons with other students by referencing non-football materials, and “they have been well received by all students”. Other school staff who were directly involved in the delivery of PLRS were similarly inspired:

“I want to do the other little intervention for Euro 2016. I definitely take the core aspects [of PLRS] and adapt it because in the book there's too much to do in an hour you can't get it all done. I could easily do an hour and a half, but the best way of doing it is short sharp bursts especially with the boys, the girls we had a lot more chatting time but with the boys, you need to be we do this, we then do that and then we come back and do this and a little bit of a sporty thing.” (PLRS School Deliverer, Manchester)

“[PLRS] engages [the children] in reading, for me it raises the profile of the library, often to students who don't come into the library normally so you build up a relationship with students you wouldn't normally see. That's been true for the girls just as much as it has been true for the boys but it is probably more for when I have done it for the boys. So those boys that come in would never darken the door of the library but they come in

and they do it; then they have got a relationship with you, and if they see you in the corridor you can say: 'Hi X! How are you? How are you doing? How is the football going?' You know, when I put up my display they all come along and see themselves on the trip, you know, all the pictures I have taken are all up on the wall. Other people talk about it because they have seen them on the things and even if they haven't read anything, and some of them are really hard to engage, and even if their pupil voice shows me they don't read any more than they did before, the long term impact of that is that they are more likely to come into the library to get a revision guide when they get into year 10, so they are more likely to come in and ask me for something, because [we] are people that they know. So, as they go up the school, and that's for all interventions I do, it's not just about their reading ages going up in that little period of time." (PLRS School Deliverer, Manchester)

Areas for Improvement

The deliverers who completed the survey were also asked to comment on how the programme could be improved. It should be noted that there was broad support for PLRS in general, but some specific suggestions were made. These centred on the need to recognize that girls as well as boys are interested in football, and to therefore reflect that in the imagery and reading material more. At the moment the focus is on the men's Premier League teams only. There was also a request for a focus on non-Premier League clubs.

"I was delivering PLRS to a Girl only group and it would have been great to include images of women footballers and profiles of women players and teams. I adjusted what I was doing to suit girls and they produced Player Profiles on their favourite Women's players and looked at match reports and newspaper articles on the Women's Super league." (PLRS School Deliverer, Manchester)

"Improved focus on gender - make it accessible for female readers and add female footballers to make it more appealing. Improved contact with local football clubs - key person to contact in order to arrange events or interviews. The focus on football could also involve other teams that are not necessarily Premier League-based." (Anonymous Survey Respondent)

"I think it has improved and I think the website has improved the fact they don't use VIMEO has improved I think they could have two booklets if possible they could have a primary booklet and a secondary booklet that would be quite good to engage the kids. Yeah and the stickers could include the women and I think the author visits are good they have started doing those in the past few years, the sort of author visits at the clubs they are really good" (PLRS School Deliverer, Manchester)

Some staff suggested that it would be best if all materials and activities were online. Others suggested making sessions more interactive by including "football skills outside on pitch, maybe get PE department involved".

Other specific suggestions from survey respondents of areas which could be dropped or improved included:

"More challenges to be undertaken in the home setting with family / carers."

"Web based review comparison was a little confusing for SEN children."

"Having more than one book per pupil. Perhaps, instead of having a range of books, include a smaller sample but more copies."

"We would like flexibility to include all 30 children in a class so other children are not excluded."

"Fixture 8."

"Looking at club websites / player profiles / doing own research / poetry."

"Improved: focus on gender - make it accessible for female readers and add female footballers to make it more appealing. Improved contact with local football clubs - key person to contact in order to arrange events"

or interviews. The focus on football could also involve other teams that are not necessarily Premier League-based."

"Better quality powerpoints, Poems specific to football, more guidance and resources."

"I feel towards the end of the programme it could have been more structured for older pupils to keep their focus. The older pupils responded better to the structured exercises."

Schools' Future Plans

80% of PLRS school staff who completed the survey stated that they would build PLRS into their school improvement plan or other literacy planning, and the remaining respondents except one (who said no) stated that at this time they did not know if they would. 90% said that they would purchase the PLRS resource box again. Pupil premium and departmental budgets would be used to support the purchase. Four schools (8%) said that they felt that the cost of PLRS was too expensive, and the others said it was about right.

"A shade too expensive, but all schools have issues with funding."

"Really enjoy delivering the programme and have had some great feedback from my feeder primary school."

"We felt that the author day was beneficial however we felt it would have been great for the students to have a "more relaxed" club activity for example a stadium tour with ref to reading throughout. The boys were very excited about visiting Old Trafford but saw very little of it and it seemed there was little opportunity to just enjoy the surroundings. The author workshops themselves were great, Alan Gibbons had a huge positive impact on our group of boys."

"First time I have done the project - thought it was effective with the variety of resources available."

"It would be great to resources that looked a little less primary and included images of women footballers. We generally do PLRS with Year 8 students and they all said the booklet looked too young."

"Enjoyed delivering the program and found it useful, variety of resources and online/offline opportunities for the pupils to expand their literacy and reading abilities."

"Thoroughly enjoyed delivering the scheme. Very worthwhile project. Think students are still reluctant to read for pleasure, but has improved their confidence and literacy skills without it feeling like work! Most of them have completed tasks in their logbooks in their own time."

"Our participants were really excited by this scheme and felt important having been picked to take part. The majority were as engaged at the end as they had been at the outset, with only the odd one or two not as enamored - they find sticking at anything for too long a challenge anyway, so it wasn't the fault of the scheme in my opinion."

Recommendations

On the basis of the findings we have reported, we recommend that:

- Sessions are at least 60 minutes long 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.
- PLRS training may need to incorporate a greater focus on developing staff confidence and build general knowledge of, and interest in, relation to football.
- PLRS 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.
- The cost of delivery of club-based PLRS 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.
- 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.

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)

How have you funded the delivery of PLRS? [drop down list]

Pupil premium,
Through local football club,
Local funding scheme,
PTA fundraising,
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 Negative Impact	Moderately Negative Impact	Mild Negative Impact	No Impact	Mild Positive Impact	Moderately Positive Impact	Strong 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 – Fixture List and Description of the Log Book Activities

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.