



Pearson

Progress and motivation with Bug Club



36 schools, nationally
(representing town, city and rural areas)

1510 pupils

113 teacher interviews

41 parents interviews

Bug Club is a whole school reading programme designed to inspire a lifelong love of reading. A study is being carried out from January 2015 to July 2016 to understand the impact of the Bug Club programme on pupils' literacy attainment. 1510 pupils in 36 schools are participating, where one group of pupils and schools use Bug Club and the other group do not. The study is being conducted by leading academics from UCL

Institute of Education (IOE) in partnership with the Pearson UK Research team. The study uses external standardised assessments, developed independently by the University of Durham, to measure pupils' progress and the impact of Bug Club. Additionally, qualitative data is being collected to supplement the findings through regular teacher diaries, questionnaires and interviews with teachers, pupils and parents.

Key points to take away

- Bug Club pupils made more progress in reading, vocabulary and spelling compared to pupils in control schools.
- Parents and teachers recorded an increased motivation to read.
- Teachers and parents reported an increase in the amount of reading.
- Improved results and motivation are similar for boys and girls.
- Teachers recorded an increase in children's self-confidence.

The researchers are confident that the results are 'highly statistically significant' and could not have happened by chance.

Head teachers, teachers and Literacy Coordinators were interviewed about their own view of children's progress since starting Bug Club. At this early point in the trial, they all felt confident that improvements would be made – it's bound to: they are reading more (Literacy Coordinator).

Girls and boys made similar progress with Bug Club. The most marked advantage recorded was for schools with more than 11% FSM.

A positive impact on reading progress

Schools using Bug Club and schools not using Bug Club all showed progress in the first five months of this study, but Bug Club users showed additional gains:

Word decoding	+3 months
Spelling	+3 months
Comprehension	+2 months
Picture vocabulary	+1.5 month
Word recognition	+1 month



A motivation to read

Test results do not show any change in attitude towards reading, but pupil interviews and reports from parents and teachers suggest that motivation to read has greatly improved.

The children had a lot of views on what they want to read and made comments on design as well as expressing preferences for different genres of book. They want variety and where some liked TV characters, others preferred facts about animals or dancing. The children liked the reading choices that Bug Club offered them as well as the style of presentation.

"I know I will like it because it tells me things that I don't know."

"The books look nice, like Cartoon Network."

"I get to guess what is happening next ... makes me feel excited."

"These books make me laugh."

"I like the pictures and the photos."

"They are really wow."

The children's enthusiasm is also reported by teachers: *"They love it. They're so excited..."*

"... one boy has read 60 something books and they seem to be averaging 40-odd. And that's because they want to, to take them home and read the next story."

The role of eBooks

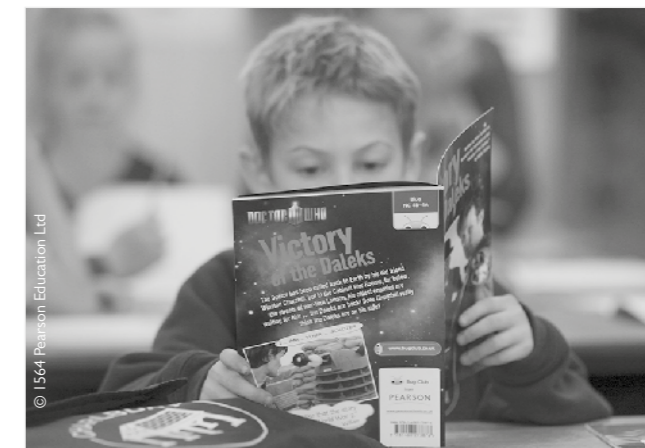
The online element of Bug Club, online reading world, is a big motivator, particularly for boys.

One parent comments: *"My son, he is doing it without my telling him ... It's good. I'm don't have that problem to push him to do it."*

But it's not just for boys: *"Don't think my daughter would want to read non-fiction unless there were points – she doesn't like them [non-fiction books] but will read them to get points."*

According to teachers and parents, the online reading world has also been a big pull for reluctant readers.

Online games encourage children to read carefully and support the development of their comprehension skills. *"Really, really, really exciting to see if I get it right ... I know I am good at reading if I get it right ... it makes me not rush and slow down so I get the questions right."*



Reading more, reading longer

After 5 months of Bug Club, teachers reported that children were reading more at school, and at home. There was more evidence of reading for pleasure.

Parents agreed that the children were reading more independently and spending more time reading.

Feeling confident

Almost all of the children interviewed showed that Bug Club had had a positive impact on their confidence.

"Makes me think my brain is getting bigger."

"I feel like a good reader cos I read them in one minute."

Teachers also saw an increased confidence in the children's reading. They suggested this might be, in part, due to elements such as the design of the book covers – for example pupils couldn't see which bookband each text was positioned at; and the appearance of familiar characters across different levels – so that children could engage with characters rather than levels.

So it's not just improved results: in Bug Club schools, more children are reading more books and enjoying what they read! There is a measurably higher level of engagement.

Find out more

Find out more about Bug Club and the study at www.pearsonglobalschools.com/bugclub
See more case studies like this at www.pearsonprimary.co.uk/impact