






Pearson


How **Bug Club** online supports reading comprehension for lower-attainers and EAL pupils





School name:  The Federation of Newent Schools: Glebe Infant and Picklenash Junior


Region:  Gloucestershire


Area type:  Semi-rural town

Number of pupils:  269

School type:  Federated Infant and Junior school

Ofsted rating:  Requires Improvement (2017)

Pupil premium %:  18% – 20%

EAL %:  Reception intake 20% EAL

Key points to take away

- The 'read to me' functionality and embedded quizzes in Bug Club eBooks **allow children with EAL parents to access comprehension from home.**
- The privacy element of Bug Club online **helps to remove peer pressure** and make levelling invisible.

Background

The Federation first began using Bug Club – both print and digital – at Glebe Infant school, as part of a three-year piece of research conducted by Pearson Primary to evaluate the efficacy of the Bug Club programme on raising attainment. During this research, the school saw their reading results increase and sustain. This resulted in the school deciding to continue their subscription once the trial had ended. When the Infant and Junior schools merged together to become the Federation, it was later rolled out across the Junior school, too, where there was a particular focus on SEN children failing to reach their full potential and a desire to extend the positive impact staff were seeing at Key Stage 1.

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Helping parents to support reading skills at home

Over the course of the study, Glebe saw a general sustained improvement in pupils' reading skills. They credit this partly to the parental support within each book's front and back covers that enabled parents to improve their questioning of children to tease out comprehension skills. Deputy Head Andy Taylor mentions how the percentage of pupils joining the school who have English as an additional language has increased. In the Reception intake, the percentage of EAL pupils increased to around 18% – 20% and the school noticed a positive impact from Bug Club. For example, in some cases, where parents struggle to support reading comprehension at home, the 'read to me' function and embedded quizzes in the eBooks were particularly useful. These quizzes and audio support allow children to access comprehension at an appropriate level and support parents who also have English as an additional language.

An essential part of their reading strategy

Reading is one of the biggest drives in the school, “because if children can't read, they can't access,” as Andy puts it. As such, the school use a range of resources and approaches to help all children achieve age-related expectations. Bug Club is a key component of the Federation's Guided and Independent Reading provision for all pupils at Key Stage 1 as well as for lower-attainers in Key Stage 2.



In the past, the school has even purchased iPads for Pupil Premium children to help facilitate their access to Bug Club from home. While print books are available as an alternative, the digital format is the preferred option because of the interactive elements previously described and the mitigating effect they can have on any parental language barrier.

Removing peer pressure from the equation

Andy Taylor believes that perhaps one of the less-obvious benefits of the Bug Club digital format is the privacy that it offers. “Children are aware of their ability levels and where they sit in the hierarchy, no matter how much you fight that. Now, when children are doing Guided Reading they are doing it on iPads, so it looks as though they are all reading the same book. It puts them all on the same footing.” This has a positive impact on children’s confidence and removes peer pressure from the equation.

Reading success

Andy also draws attention to one child for whom Bug Club has had a significant impact over the course of the last few years. The child in question had started to become disheartened with reading and he was reluctant to read. “At the end of Year 2, he achieved a 2a in reading however during Year 3 he only made half a year’s progress over the whole year. Parents were encouraged to use Bug Club at home to support reading and to scaffold questioning.

“From this point on, during Year 4, he went on to close the gap with his peers by making over a year and a half’s progress during this one year. This has maintained and now, at the start of Year 6, he is on track to achieve the expected standard but we are hopeful he will achieve Greater Depth.”

The outcome

Over the years, Bug Club has played its part in the Federation of Newent Schools for all pupils and it continues to make a positive impact. Bug Club has shown to be a factor in the increase of confidence in lower-attainers and EAL pupils and it contributes to the children’s reading both at home and in school. This support at home proves to be invaluable in supporting EAL pupils and their parents in KS1 and the school continues to see improvements in their reading results year on year. Last year saw KS2 achieving 53% expected standard while this year 76% achieved expected standard and 21% achieved Greater Depth at KS2. The Federation has also seen disadvantaged pupils achieving 67% expected standard in KS1.

Find out more

Find out more about the independent Bug Club study at

www.pearsonprimary.co.uk/bugclubstudy

See more case studies like this at

www.pearsonprimary.co.uk/impact