









Raise attainment using eBooks



School name:	 Glebe Infant School	School type:	 Community Infants (4-7 years)
Region:	 Gloucestershire	Ofsted rating:	 Good (March 2013)
Area type:	 Town	Pupil premium %	 22.6%
Number of pupils:	 100	EAL %	 5.6%

Why Bug Club? Glebe Infant School's reading levels were well below the national average at 2B+ and at level 3. **Andy Taylor, English Coordinator and teacher** at the school realised they needed to develop the children's inference and deduction skills and give them more opportunities to engage with a wider range of books and genres.

Key points to take away

- Popular characters **encourage children to read** and **online incentives maintain engagement**.
- Interactive activities and questions **help monitor children's competency and progress**.
- Online access from home **helps parents' support children in their reading**.
- Bug Club is a **proven resource to help raise attainment**.

Background

Andy Taylor, English Coordinator and teacher at Glebe helped Pearson trial Bug Club as it was being developed and Glebe is now an advocacy school for the programme.

Between 2008 and 2010, Glebe's reading levels had been well below the national average at 2B+ and at level 3. The school had been using Letters and Sounds for three years and whilst this had improved the number of children achieving level 2C+, it hadn't had a significant impact on 2B+. In 2010, only 65.9% of pupils achieved level 2B+, compared with a national average of 71.0% and a Gloucestershire average of 76.2.

Andy realised they needed to develop the children's inference and deduction skills and give them more opportunities to engage with a wider range of books and genres if they were to turn around the school's reading attainment.

Familiar characters encouraged children to read

Andy explains how Bug Club made a difference with his class, "As the paper materials began to arrive I noticed a large number of trademarked characters such as *Ben 10* and *Angelina Ballerina*. Instantly the children I was trialling the books with wanted to read these stories, particularly the boys. The familiar characters encouraged them to want to read the books and really grabbed their attention.

Whilst the texts were engaging, it was the online element we were particularly interested in as it asked the children questions about the texts that they had read and rewarded them with points when they got the answer correct. The questions addressed different AFs and became more complicated as the levels of the texts increased."



“The familiar characters encouraged them to want to read the books and really grabbed their attention.”

The online reading world was a real hit

"As children earn 'Bug Points' for successfully answering questions, they earn rewards (a healthy incentive to keep them reading). The rewards differ depending on the year group, but I found that even though some children completed all the rewards they could get, they still kept on reading and accessing the books. This was particularly the case with the boys in my class who were competing to see who's dragon (the Year 2 reward) would grow the biggest. Although I worried initially that the children only wanted to read to earn points to make their dragon grow, the fact that I had boys reading between three to five extra books a week and answering questions on them soon calmed that fear."

“I was excited to see the impact Bug Club made on our 2B children; levels were recorded at 76%.”

Detailed online assessment tools

Andy was particularly impressed with Bug Club's teaching tools. "As a teacher you can view a screen for each child. It shows you their level of accuracy for each AF for each book they have read. Green means right first time, orange is right after two or three attempts, and red is wrong after three attempts. The grey 'blobs' are AF6 questions and have a written answer you can see when you hover over them. You can also bring up a graph that shows their level of competency at each book band level," he explains.

"Initially we gave the children login details and we used it as homework up until February half term. This was the most time-consuming part, although relatively easy to do, for each child only their first name, surname and year group are required and the website generates passwords (animal names) for them."

"At Christmas I sent out questionnaires to receive feedback from parents which was overwhelmingly positive except for the fact that they would like the opportunity to turn off the read to me option on the texts so that the children can't just rely on the book to read for them.

From February half term we began to use Bug Club in the classroom as a guided reading activity. This gave children who may not have had regular access at home the chance to access Bug Club in school. This completely re-energised the programme and children were electing to go on Bug Club during free choosing times and when the computers were on in the classroom before school started."



The outcome – the results speak for themselves

Before they started using Bug Club, only 65.9% of pupils were reading at 2B or above. "By the time we made it to the end of KS1 assessments I was excited to see the impact that Bug Club had made on our 2B+ children. Our 2B+ levels were recorded at 76% and a staggering 45% reached level 3 in reading, with 28% of our boys achieving level 3! The next step for us is to maintain this momentum and utilise the AF data that Bug Club produces more fully to enhance our APP assessments in reading."

Find out more

To contact your local Pearson Primary representative email primaryappointments@pearson.com or visit pearsonprimary.co.uk/impact to see more impact case studies.