

## Headline statistics from NYRP Annual Review 2010

### Overview

81% of school project coordinators and 94% of library project coordinators responded to the 2009/10 Annual Review. All quotations are from the great teachers and librarians who ran NYRP projects last year – between them reaching close to 12,000 children in areas of significant economic and social deprivation across the UK.

### Impact on children

100% of children who began with a low interest in reading now enjoy reading more

99% of children who began with a low interest in reading are now better able to find a book they're interested in

"A little Polish boy had never visited the library and told me he didn't own any books. He took great delight and a long time, to select a book on each visit. I also made a certificate for each child and this little boy was so happy with his three books and his certificate. The family have now joined the library as a result of his Starbucks visit and he comes regularly to borrow books."

"A boy in class commented that the books he was able to choose from were not just 'ordinary boring books'. I believe the project allowed him to broaden his idea of what reading was."

"The child had few books of their own at home and was not particularly interested in reading. They expressed disbelief at being given a free book for themselves and double checked that they were allowed to take it home and keep it forever! During the second visit the child spoke enthusiastically about the book they took home the previous week recounting sections to me and excitedly speculating about the book they would choose that week and the following week."

### Impact on schools and teachers

75% of school coordinators felt that NYRP had improved their understanding of their pupil's reading preferences

95% of school coordinators found that their NYRP project had helped their schools' approach to reading and literacy

"All classes now have 'class story time' as a part of every day. This good practice is something that had faded out over recent years and staff have really welcomed its return to classroom practice."

"The greatest impact in our setting has been the focus upon reading for pleasure and the element of choice. All members of staff have been included in the book events and this has cascaded into classroom practice."

### Impact on libraries

92% of library coordinators feel that they will now work more with the primary schools involved

77% of library coordinators feel the project has helped to generate more footfall in the library

"The children have a positive view of the library as a friendly and welcoming place with a wide variety of items to borrow and activities for them to enjoy. Numerous children from the project have visited the library since the project finished to borrow more books and tell us about the books they were given to keep."

"This has brought more teachers from the school into the library and has highlighted a number of areas/subjects that I can get involved in for the benefit of the school and the library."

## Funding

22% of projects gathered other funding to augment their projects. The majority of this came from school or library budgets.

“School budgets are to be further squeezed and so any additional funding that goes directly to children is fabulous and well worth it as the effects are immediate.”

“The teachers and parents have also been pleasantly surprised by the impact of the project on the pupils and the school teachers are very grateful for the project covering the cost of transport on the 3rd session to allow the pupils to go to the Central Children’s Library”

## Volunteers

Although only 7 library projects were supported by corporate volunteers, 100% of these coordinators reported that they were very helpful.

“Volunteers helped serving the refreshments, reading book extracts and talking to the children about the books they had enjoyed reading.”

## NYRP project management

98% of projects reported that they used the support of their NYRP project manager

100% of project coordinators would like to run an NYRP project again.

“Friendly, enthusiastic and responsive to all enquiries.”

“Project manager and staff could not have been more helpful, kind and interested, no matter how many silly questions I asked. Evidently passionate about their work. Thank you!”

## Need for NYRP

Enjoyment of reading has a great impact on a child’s future success than parents’ socio-economic status (OECD, 2002)

Regardless of parents’ own education or income, families with books in the home improve children’s education (Evans, 2010)

“The school is located in a socially deprived area, the children take great pleasure in choosing a brand new book entirely of their choice. The project encourages the children to take ownership of their reading, and the pleasure is clearly evident when they receive the books.”

“Considering that many of our children come from disadvantaged and low aspirational backgrounds this project was manna from heaven. It created real and palpable excitement in Year 5 and it was so rewarding to see the children treasure the books. It gave them ownership, made the books special to them and they also swap and share their books. It was great today when a Year 5 boy brought his book to me and said he couldn’t wait to read his book. This was my first experience of administering the project and I can’t rate it highly enough!”

“For many of the children we are working with, they don’t have access to books in their homes. For these children to receive three beautiful books to take home and keep forever is a very positive step forward in fostering a life-long love of reading.”

“It is an amazing opportunity for children to simply discover the magic of reading and to feel they are making personal choices, building esteem and motivation to succeed in all areas.”