

# Multi-story

An introduction to our pilot project

11<sup>th</sup> June 2019

# Agenda

1. Context to the Multi-Story pilot
2. Aims of the pilot
3. How the pilot was delivered
4. What the pilot achieved
5. What we learnt through the pilot
6. Discussion

# Bookstart Dual Language

The current offer is used to make the Bookstart programme more accessible to families with EAL

EARLY YEARS		
0-12 MONTHS	12 – 24 MONTHS	3 – 4 YEARS
Bookstart Baby (620,000)	Bookstart Corner (75,000)	Bookstart Treasure (650,000)
Dual Language (3,000)		Dual Language (27,000)
Booktouch Baby (2,500 Total)		Booktouch Toddler (2,500 Total)
Bookshine Baby (2,500 Total)		Bookshine Toddler (2,500 Total)
Dechrau Da		Dechrau Da
Black & White Newborn Packs		Bookstart Star (7,000)
Rhyme Challenge		
National Bookstart Week		

Universal

Targeted

## Now

- We currently offer 30,000 dual language books for use with Bookstart Baby and Bookstart Treasure – these are supplied by Mantra Lingua
- There are also downloadable ‘Reading with your Child’ guides available from the BookTrust website
- Local authorities order books in 15 languages on average
- Bookstart Coordinators in each local authority choose the number of books in each language

## Challenges

- While the number of children who speak EAL is more than the number of books we offer, take-up of the current offer is uneven. Distribution depends on local authority capacity and awareness
- 42% local authorities deliver less than 50% of the number of books they’re allocated and 21 don’t deliver any at all
- Resources can be hard to find on our website and are not well used. There were 400 downloads in total for resources and less than 1,000 page visits over 9 months.

# 21% of pupils in primary schools speak EAL

**Around 139,000 children are born into EAL families each year\***

- This number has doubled in the last 20 years. **Over 28% of UK babies were born to mothers born outside of the UK**
- Through Bookstart Dual Language, we currently distribute 30,000 books. Which means **we reach about 11% of children with EAL** between 0-12 months and 3-4 years
- Around 65% of children with EAL join primary school in England in their reception year. 5% of children arrive in Years 2 – 11
- **Almost 300 languages are spoken in English primary schools** based on school census figures
- Children with EAL have varied levels of language proficiency - proficiency ranges from no English, to being fluent multi-lingual English speakers. Some have had no schooling – others have had schooling that's been interrupted.

\*Number of babies born in England in 2016 = 663,000.  $663,000 \times 21\% = 139,000$

# Aims of the Multi-Story pilot

**The pilot was designed to test new and existing ways in which children with EAL can be supported to develop a love of reading.**

The purpose of running the Multi-Story pilot was to inform programme development for families with children aged under 5 with increased understanding of:

- Areas of need for children and families with EAL and why we think these needs exist;
  - Challenges and barriers to enjoying books, stories and rhymes for families – and who experiences these specific issues;
  - Potential solutions to address these challenges;
  - Strong existing practice and provision that contributes to enjoying sharing books, stories and rhymes; and
  - Demand and need from existing partners in local authorities.
- The pilot was also an opportunity for us to learn more about the process of running effective innovation projects within BookTrust.

# Participating local authorities

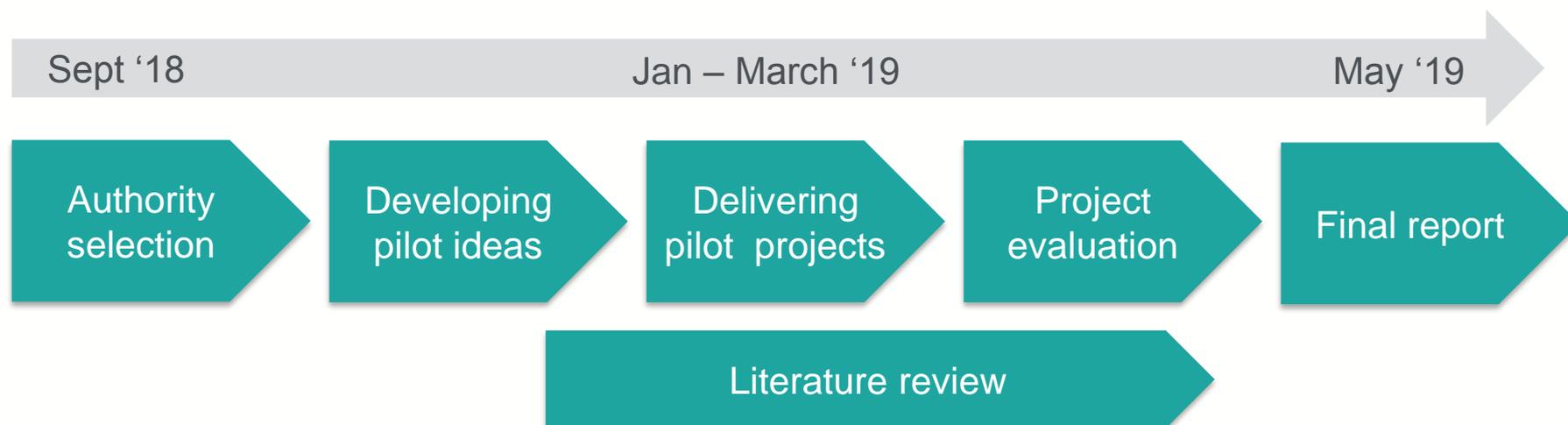
8 local authorities took part in the pilot, selected to give us a range of size and location of council.

1. Barnsley
2. Coventry
3. Devon
4. Islington
5. Leicester
6. Liverpool
7. Manchester
8. Sheffield



# Project approach

We worked closely with stakeholders throughout the pilot project.



# BookStart Corner model

## Several of the pilot areas based their approach on the BookStart Corner model.

- Bookstart Corner is a free, targeted programme allowing settings to offer support for families so that they can read together with their children with confidence
- Aimed at families with children aged 12-30 months, it allows settings to offer intensive support for parents and carers – settings receive resources to support home visits or sessions with families.
- The programme offers additional support with:
  - Child development – supporting communication, emotional, physical and social development, so that children start school confident and able to learn
  - Parents and carers' aspirations and skills – helping parents and carers maximise their skills and give their children the best possible start
- Key benefits:
  - Engaging and building relationships with families, particularly those who are hard to reach
  - Increasing parents' and carers' understanding of the importance of sharing books, stories and rhymes
  - Supporting parents and carers to increase their confidence and skills in booksharing
  - Supporting families to develop regular reading routines with their children
  - Bringing children and families together around books and stories
  - Engaging families with libraries and other local services

# Projects delivered – 1 of 2

The majority of the authorities which took part used a simplified BookStart Corner model of story sessions for EAL families, some targeted at specific languages and some for multiple languages:

1. **Barnsley** – ran 4 sessions aimed at supporting a love of stories and reading for any pre-school child (and family) but specifically promoted them amongst EAL communities and target groups
2. **Coventry** - worked with 2 nurseries with high numbers of EAL children, and invited parents to 3 reading sessions in each nursery. They also gifted dual language books in the required languages as nursery stock for ongoing use with their EAL children.
3. **Islington** – extended their existing 'Sharing Stories' sessions in 3 libraries, focusing on Bengali, Somali and Turkish families. Programmes ran for 3 weeks at each library with a celebration event in Islington Reads Week when families received certificates for participation
4. **Liverpool** - ran 3 reading sessions in 3 primary schools with high numbers of EAL children, led by a librarian. As well as books gifted to attendees, each school also received a supply of 30 dual language picture books to add to their own resources.
5. **Sheffield** - took a Bookstart Corner approach to deliver 4 week programmes to 10 groups of families, covering 8 high-priority languages. Each of the 4 sessions focused on a different book using play, music, speaking and listening etc.
6. **Manchester** – targeted specific families from 2 nursery schools with large EAL populations to attend a 6 week programme, culminating in a final session at the library to receive books & certificate. Focused on Arabic, Urdu, Tigrinya & Somali families.

# Projects delivered – 2 of 2

## 2 councils took a more diverse approach:

7. **Devon** - gifted more DL books through nurseries; possibly holding extra Bounce and Rhyme sessions in libraries; created videos of reading stories out loud in multiple languages and promoted these online.
8. **Leicester** – targeted Polish families through a range of initiatives including 2 BookStart Corner programmes, interactive music and drama workshops for Polish fathers, and 2 sessions at Polish family events.

# Reach of the projects

**467 EAL children were engaged through the pilot.**

Across the 8 areas:

- 65 sessions with EAL families took place
- 456 EAL parents attended these sessions
- 467 EAL children attended
- 419 dual language books were gifted to EAL families
- 2,388 dual language books were given to nurseries, children's centres and libraries to increase their dual language stock for ongoing engagement
- 25 home languages were recorded.

# Family feedback

What did families' value about the sessions they attended?  
(n=90)

## All sessions

### Enjoyable experience (n=49)

#### Stories and Rhymes (n=30)

*'That was a fantastic event!  
Lots of energy - positive  
energy! Story telling -  
always takes us to the  
imagination world.'*

#### Their child's enjoyment of the sessions (n=14) and observing child's responses (n=2)

*'[My child] really enjoyed  
every part of the project  
always smiling throughout  
her time'*

#### Language celebration and diversity (n=3)

*'Children from everywhere  
coming together to play'.*

### Learning opportunities (n=19)

#### The learning opportunity and benefits for their child (n=9)

*'we like this project. kids  
learn new skills together.  
Good for kids to learn and  
think'*

#### Observing or learning more interactive ways to share stories and rhymes (n=8)

*'using puppets to make it fun'*

#### Learning more ways to use dual language at home (n=1)

#### Learning about library provision (n=1)

*'It open my eyes about the  
important of joining the library  
and learning there are many  
bilingual books at my local  
library'*

### Social opportunities (n=12)



#### Shared activities with other families (n=8)

*'The best is that children  
have chance to listen  
stories and sing songs with  
friends. My son had more  
fun than any other case,  
because of this reason'.*

#### Shared activities and quality time with child (n=4)

*'Fantastic way to spend  
quality time with whole  
family and meet with new  
friends'.*

## Targeted language sessions

### Dual and/or home language element (n=16)



#### The dual language element and the promotion of their home language (n=16)

*'Sharing stories with home  
language is brilliant idea'*

*'Fun way of learning and  
enjoying dual language  
books. The way the staff  
told the stories and being  
able to share stories in the  
home language told by  
natural Somali speaker'*

# Impact achieved

**The evaluation of the pilot indicated that various benefits have been achieved as a result.**

A full evaluation has been conducted into the impact of the Multi-Story pilot and this is available as a separate document. The evaluation found that:

- Local Authorities identified numerous benefits to their settings of running multi story sessions, including:
  - Improved practice working with multilingual families in settings in three settings:
  - Impetus for working in new ways within the Local Authority:
  - Opportunities to promote the library service and improved ability to reach multilingual families with dual language provision.
- There was an indication of small increases in sharing books in home language, child enjoyment and library membership following the pilot, but these were not statistically significant (likely due to the small sample size)
- Parent feedback indicated an increase in:
  - Reading frequency
  - Improved book sharing and storytelling skills
  - Accessing more community resources
  - Using home language more

# Barriers for EAL families to enjoy reading

The literature review that we commissioned identified several important barriers which make it harder for EAL families to enjoy reading with their young children:



# What we learnt – supporting EAL families

The pilot provided us with a wealth of valuable information about how to support EAL families to enjoy reading.

- Families really value and appreciate the **dual language books** which we gift to them
- Many families and practitioners would like to see us offer an **improved range of dual language titles** – more modern and engaging
- The **BookStart Corner model works well** for EAL families, in particular the small group style and the variety of activities to engage parents and children
- The BookStart Corner model could be made **even more accessible to EAL families** by providing practitioners with advice on how to involve EAL families in these sessions
- Sessions which involved families **all speaking the same language** were easier for practitioners to manage than multi-language sessions, and offered more networking opportunities for parents
- The literature review also emphasised the importance of
  - Developing **high quality parent-child literacy engagement**
  - Parents receiving **positive feedback from their child**
  - Providing **culturally relevant texts**
  - Providing **home literacy resources**
  - **Involving older siblings**
  - **Listening to families and work collaboratively**

# Next steps

**We are now looking at how we incorporate the learning from the pilot into our delivery.**

- We are currently working with teams within BookTrust to explore ways in which the existing dual language offer can be enhanced, to build upon the learnings from the pilot.
- We are keen to focus on particular on improving the quality and appeal of the dual language titles that we offer to our EAL families, to make these as engaging as possible.
- We are also considering ways in which other BookTrust programmes (such as the BookStart Corner programme) can be reviewed and enhanced to ensure that they are as accessible and appropriate as possible for EAL families.