

LIBRARIES
for **PRIMARIES**

UNLOCKING

THE POWER

OF READING

How can every child have access
to a library at school?

November 2023

In partnership with

**National
Literacy
Trust**

Change your story



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

About Libraries for Primaries

Founded in November 2021 by the National Literacy Trust and Penguin Random House UK, the Primary School Library Alliance is a group of organisations who work to address the lack of investment in primary school libraries and bring together relevant parties to help solve this urgent issue. Our campaign will now be known as **Libraries for Primaries**.

By Spring 2024, we will have transformed 1,000 school libraries and trained over 2,000 teachers and support staff. The next phase of Libraries for Primaries is to ensure that every primary school in the UK has a library or dedicated library space.

Our partners include Arts Council England, Bloomberg, Chase, the Marcus Rashford Book Club, Oxford University Press, The Portal Trust, The Unwin Foundation, The Julia and Hans Rausing Trust and (at the time of writing) 30 supporting organisations.

Our mission is to ensure that every primary school in the UK has a library.

What is a library or library space?

A space that provides access to a curated collection of books and reading materials from which children and young people of all ages can browse, choose and borrow.

What is our approach?

We secure public, private and philanthropic funding to transform library spaces and improve the provision of books in primary schools across the UK. We also provide resources and training to embed a reading for pleasure culture across the school.

CONTENTS

Executive Summary	4
Introduction	6
The Case for Change	8
Our Model	10
The Value of Primary School Libraries	12
Impact	14
What Voters Think	18
How Much Will It Cost?	22
The Future of Libraries for Primaries	26
Our Call to Action	28

FOREWORD



It's frightening news that the National Literacy Trust reported in 2023 that only 43% of children and young people say they read for pleasure. It's vitally important for every child to have the opportunity to discover the joy of reading. It opens up wonderful new experiences.

Children can learn what life is like in idyllic havens or in war-torn countries, experience extreme poverty or fabulous wealth, live in the past or the future, simply by opening the pages of a book.

Reading supports empathy and creativity. It stimulates the imagination, enhances vocabulary, excites and also comforts. Storytelling has always been part of human existence. Since the 'ragged' schools of the 19th century – which provided free education for children too poor to receive it elsewhere – we have endeavoured to make reading a skill available to all.

It's worrying that reading is in danger of becoming a niche hobby. Not all homes have books as part of the furniture. Like many others, I spent my weekends and holidays in the children's room of the local library, borrowing hundreds of books that meant the world to me.

Sadly, many hundreds of public libraries have closed down over the last ten years. This is why it's so important to have an attractive fully-stocked library in every primary school in the country. Some schools do have a space termed 'the library' but the books are old, and don't necessarily reflect our diverse modern life. Children need to have the opportunity to read about communities, cultures and families like their own to enhance their sense of identity. They need new books as well as beloved literary classics. 1 in 7 primary schools in the UK don't have a library at all, and this rises to 1 in 4 in our most disadvantaged communities.

The following report shows that parents want there to be attractive school libraries where children can browse the shelves, curl up with a colourful book, and have an exciting story recommended to them by a friendly and enthusiastic teacher. Libraries can also be a peaceful place of sanctuary for children, too!

As a veteran speaker in children's primary schools, I know that a new library can make an overwhelming difference. Last year, I opened a brand-new library at Harbour school in Newhaven. It's not a school in a wealthy area, but it's a warm and friendly place thanks to the dynamic headteacher Lyn White and her special staff. I was delighted to see how thrilled the children were to have a library of their own.

One small boy showed me a copy of my book *The Story of Tracy Beaker* and said he'd loved taking it home to show his Mum. I asked if she'd read it to him. "Mum can't read properly yet, so I'm reading it to her, and we both laugh at the story," he told me.

It would be wonderful if all children, and indeed their families, could benefit from school libraries in this way.

Dame Jacqueline Wilson DBE FRSL

EXECUTIVE SUMMARY

1 in 7 state primary schools in the UK do not have a library.

It is not fair that access to a library in a school is a postcode lottery. 750,000 children are missing out.

1 in 5 parents are now buying fewer books for their children.

In the North East of England, around **1 in 5** (18%) primary schools do not have a library or library space.

In the South East of England, it is around **1 in 20** (6%).

This rises to **1 in 4** schools in the most disadvantaged communities.

The attainment gap between poorer and richer children has started to grow as a result of the cost-of-living crisis.

1 in 10 children from disadvantaged backgrounds do not have a single book of their own at home.

Good school libraries can support children's academic engagement and achievement and improve their empathy and wellbeing.

Libraries help to level the playing field for children from different backgrounds.

85% of parents said that it is important that their child reads for pleasure.

71% of parents think that access to a primary school library is more important than access to a computer suite (66%) or to a gymnasium (64%).

86% of parents said that they would support making it a legal requirement for every primary school in the country to have a designated library on site.

It would cost approximately **£17.5 million** to put a library in all UK primary schools that currently lack provision.



INTRODUCTION



Since the Primary School Library Alliance was formed in 2021, 640 schools have had their library or reading spaces transformed. Almost a quarter-of-a-million more children are now on a path that will lead them to a life-long love of reading – and all the benefits it affords. We are on track to hit our initial target of 1000 schools by Spring 2024 – a year ahead of schedule.

The link between poverty and low literacy in the UK is strong, intergenerational and well documented – but it is not inevitable. In fact, there is an extensive body of evidence that illustrates the importance of reading for pleasure for both educational purposes and personal development. When children read for pleasure, they read because they want to – not for external reward – and it is this powerful self-motivation that goes on to influence their confidence, wellbeing, academic performance and future life outcomes.

In 2022, research carried out by the National Literacy Trust and the Great School Libraries campaign identified that 1 in 7 (14%) state primary schools in the UK did not have a dedicated library or reading space. Libraries in schools are not a statutory requirement, yet there is a compelling case for every primary school to have one. Through our unique cross-sector partnership approach, we have shown that these libraries can change children's lives.

Each school receives a carefully curated collection of books and resources, plus high-quality training for staff. Following our library transformations, 4 in 5 children say that they want to use the library more, they enjoy reading more, and they want to read more things. Teachers also see the benefits. Nearly all teachers said that, now they have their new library or reading space, they felt confident in their ability to maintain and develop the provision. They know how to improve the collection, which books to buy, and how to organise them.

Our recent research with Public First shows that the parents of primary school-aged children also understand how important school libraries are for the promotion of reading for pleasure. Parents told us that they do not want their child's reading to be limited to the books on the curriculum and that their children need to be able to choose books in order to develop a love of reading. Primary school libraries provide that level of choice.

Now that we are close to reaching our target of 1000 new library spaces, it is time to consider what needs to happen next so we can reach every primary school in the UK.

In this report, we set out a sustainable solution that will give hundreds of thousands more children access to books. We showcase the life-changing impact school libraries can have on children, teachers, parents and society. We demonstrate why they are needed, now more than ever, and introduce a costed model that shows how the programme could be funded and scaled through a partnership between the public, private and charitable sectors.

Every primary school in the UK deserves a library.

Thank you for reading this report and for your valuable, ongoing support for the Libraries for Primaries campaign.

Jonathan Douglas CBE FRSL
CEO, National Literacy Trust

THE CASE FOR CHANGE



School budgets are stretched, the cost-of-living is high, and pastoral demands have increased because of the impact of the COVID-19 pandemic. While an additional £2.3 billion was allocated to schools by the government in the latter half of 2022, this only addressed rising costs and previous cuts to school funding.¹ Indeed, there has been little growth in spending per pupil over the past 14 years. In fact, the Institute of Fiscal Studies predicted that the purchasing power of school budgets will be around 3% lower in 2024-25 than in 2010.²

It is not a statutory requirement for schools in the UK to have a library or school library service. As such, there are no official national statistics on the number or proportion of schools that have a library or a librarian. However, a survey conducted in summer 2022 on behalf of the Primary School Library Alliance and Great School Libraries found that 1 in 7 (14%) state primary schools in the UK did not have one.³ This means that over 750,000 children do not have access to books at school that enable better educational outcomes and well-being.

There are also stark regional and economic disparities in library provision. In the North East of England, 18% of primary schools do not have a library. In the South East, it is just 6%. Schools with an above average intake of children eligible for free school meals are more likely to report that they do not have a school library, compared with schools with a below average intake of children eligible for free school meals (16% vs. 10%).⁴

To make matters worse, Great School Libraries found that only 2 in 5 (41%) schools in the UK with a designated library area had library staff, down from more than half (54%) in 2019.⁵ Lack of budget was cited as the key reason for the lack of sufficient staffing; two-thirds of primary schools in the UK do not have a designated library budget. CILIP, the Great Schools Libraries campaign and the School Library Association are doing great work to raise awareness of this issue and make the case that all schools in the UK should have a well-funded and staffed library.

1 in 5 parents are spending less on books for their children because of the cost of living crisis

This is an urgent issue, as accessing a wide range of books is becoming increasingly difficult for parents because of the rising cost-of-living. 1 in 5 parents are now spending less on books for their children, and 1 in 10 (9.7%) children and young people from disadvantaged backgrounds do not have a single book of their own at home.⁶

Primary school libraries remove financial barriers to book access and help level the playing field between children from different backgrounds.



OUR MODEL



Our 2021 report *The Future of Primary School Libraries*⁷ recommended four success criteria for a primary school library or library space:

- 1 A wide range of diverse books which are regularly refreshed.
- 2 An attractive and engaging library space to capture pupils' imaginations.
- 3 Trained, skilled school staff to manage the library or reading space.
- 4 The library at the heart of the wider school community.

When we transform a library, we do more than simply provide books. We train and support teachers to use their new library as the catalyst to create a reading for pleasure culture across the whole school. This includes encouraging parents, families and the wider community to read more at home. We revamp the physical space by providing furniture, such as shelving and comfy bean bags. And we link teachers up with the schools library service, local public library staff, local bookshops, and local reading events and festivals.

Our goal is to build a self-sustaining support network around the teacher in charge of the library so that they can support the enjoyment of reading both within and beyond the school gates. Transforming a library in a primary school is about creating the life-long readers and library users of the future.

Our success to date has only been possible because of the power of cross-sector partnership. The publishing sector has provided generous support to ensure that library collections reflect the diversity of modern Britain. Organisations such as BookTrust, CILIP, CLPE and the School Library Association have consistently championed the importance of book choice and access and helped to promote the value of reading for pleasure. Commercial and philanthropic funders have played a pivotal role in enabling us to scale our reach across the country.

Ultimately, we want to forge a coalition with a common purpose: ensuring that every child, regardless of their background or location, can access books through a quality school library.

"I don't know of an author who is not a reader and in almost every case their love of reading was developed in childhood. With the closure of so many public libraries, school libraries have assumed an even greater importance in our society. Having access to books via their school is something every child deserves."

Alan Johnson, Former Secretary of State for Education and Skills

THE VALUE OF PRIMARY SCHOOL LIBRARIES



Across the country, primary school library provision is variable. Yet, numerous studies show that they provide value – in both the economic and the educational sense.

Economic analysis from WPI Strategy found that higher rates of reading for pleasure would lead to more children getting five good GCSEs, which would boost their lifetime earnings and – ultimately – the UK's GDP.⁸

If all children in the UK read for pleasure almost daily:

The number of children getting five good GCSE grades would increase by
1.1 million
over a generation

This would boost the average lifetime earnings of those individuals by
£57,500

The economic impact of those increased incomes would raise the UK's GDP by as much as
£4.6 billion
per year over a generation

There is a strong body of evidence that shows that school libraries and librarians can have a significant positive impact on a range of pupil outcomes.

In 2019, Nottingham Trent University analysed data from the National Literacy Trust's Annual Literacy Survey, and reviewed 10 existing surveys, to identify whether there was a link between school library use and reading attainment. They concluded that school libraries have the potential to improve pupils' academic attainment, but highlighted the importance of library staff and sufficient provision of resources as key to strengthening this relationship.⁹

The Progress in International Reading Literacy Study also found that schools with the largest libraries (more than 5,000 books) had markedly higher average reading scores than schools with a small library (less than 500 books), or no central library.¹⁰

In addition to these academic benefits, school libraries can provide a safe space for children and young people to relax and escape the stresses of everyday life. For example, school libraries can offer a quiet space for children to read, relax, or do homework undistracted.¹¹ They can promote positive reading practices, which have been linked with better wellbeing. And – critically – school library use is positively associated with reading for pleasure.¹²

"I wouldn't be an author, or indeed the person I am today, if it hadn't been for my primary school library."

Malorie Blackman, Author

IMPACT



The National Literacy Trust ran four large-scale programmes to support primary school libraries in 2022-23: World of Stories, Chase Rewarding Futures School Libraries Programme, OUP Raise a Reader and Get Islington Reading. Each programme has a unique approach, but they all share a common goal of creating a positive and supporting reading environment for children in their school. This section evaluates the impact of the first three programmes.

World of Stories, developed in partnership with Puffin and now funded by Penguin Random House UK and Arts Council England, equips primary schools with the books, materials, training and resources they need to champion reading for pleasure across the whole school. The programme also creates a team around the school library leads by linking them up with the public library service.

The Chase Rewarding Futures Programme, funded by Chase Digital Bank, works to encourage schools to develop a whole school reading culture, with a particular focus on using digital tools to support reading. Participating schools benefit from highly-rated training on reading for pleasure, 400 new books, digital resources selected by the school, and audiobooks so children can access stories in a range of reading formats.

The Oxfordshire Raise a Reader campaign, in collaboration with Oxford University Press, sees schools receive a donation of 500 books, as well as soft furnishings and book storage to create their own dedicated reading spaces. Participating schools have access to in-person specialist training, a subscription to Oxford Reading Buddy, and the opportunity to host author visits, promoting community engagement with reading for pleasure.

Practitioner insight

Evaluation data shows that all three programmes made a significant contribution to the promotion of reading for pleasure in schools. Insights were collected from 158 practitioners who responded to a survey at the end of the school year, as well as 104 practitioners who completed both pre- and post- surveys.

Higher quality provision

- More practitioners described their school library provision as 'very good' or 'good' at the end of the school year when their library had been transformed, compared with the start of the school year (90.0% vs. 61.8%)
- Almost all (98.1%) practitioners rated the diversity of authors, topics and characters represented in the book collection as 'very good' or 'good' at the end of the school year.

Improved pupil access to books

- 3 in 4 (74.2%) practitioners said that they have been better able to support pupils' reading during the cost-of-living crisis.

Greater levels of practitioner confidence

- Nearly all (99.1%) practitioners felt confident in their ability to create an engaging school library at the end of the school year, compared with 7 in 10 (72.5%) at the beginning of the school year.

Better understanding and prioritisation of reading for pleasure:

- Almost all (95.6%) practitioners told us their understanding of how to support reading for pleasure has improved, and all (100%) now felt confident to do so.

Sustained impact

- Nearly all (98.7%) practitioners said they would continue to improve their school library going forward.
- 9 in 10 (87.0%) practitioners reported that their school has invested more time and money into the library as a result of taking part in the programme.

Practitioners also directly commented on the improved provision in their school libraries in the post-survey.

"Lots of new books have helped us when we have cleared our existing stock of books. Organisation is getting better with books and children having more say of what is in the library."

(Rewarding Futures)

"We now have a well-stocked library which includes a diverse and contemporary range of texts, as well as texts from award winners."

(World of Stories)

"It is now an excellent provision: stock of [many] books and more being added each term, plus Yoto audio player and audio books, and supplemented with online Oxford Owl and Oxford Reading Buddy; LMS catalogue browsable by anyone, from any device, at any time."

(Raise a Reader)

Child insight

Our programmes have a significant positive impact on pupils. 1,356 children aged 7 to 11 answered a survey at the end of the school year when their library or reading space had just been transformed.

4 in 5 children told us they now:

enjoy reading more (82.5%)

want to read more things (81.5%)

want to use the school library more (84.7%)

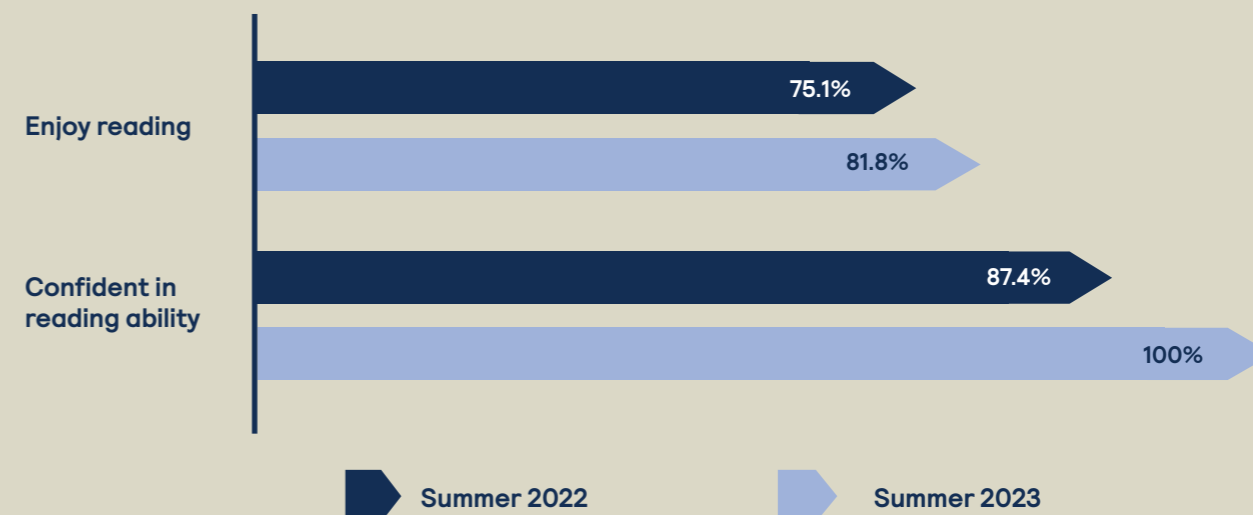
think it is a nice space to spend time in (83.8%)

think it is somewhere where they can find help if they need it (82.1%)

feel more confident to use the school library (82.1%)

We also collected insight from 44 children aged 7 to 11 from seven 'alumni' schools who had taken part in one of our programmes. This data shows that the positive impact is sustained over time, with analysis of pupils one year later showing continued improvements in their enjoyment of reading and their confidence as readers.

Together, these findings highlight the vital importance of creating well-stocked, up-to-date, engaging library spaces that meet the needs of all children. Indeed, they show that investment in school libraries would help to promote reading for pleasure and literacy skills.



"We get to get a different book each day we go, so I read even more. The library has paintings of characters on the walls. One of the seats you can rock on it."

(Rewarding Futures)

"I like to go to the reading space because it makes me calm, chill and relaxed."

(World of Stories)

"It has loads of different books. We can see the reception and year 1 children playing. I really like that it's calm and quiet and there are bean bags to lie on."

(Rewarding Futures)

WHAT

VOTERS

THINK



In March and June 2023, Libraries for Primaries worked with the consultancy Public First to run a nationally representative poll of 1,015 parents, plus four in-depth focus groups with parents of primary school-aged children in Bury, Darlington, Esher, and Wolverhampton.

The research shows conclusively that greater public investment in primary school libraries would be popular with parents – a key voting bloc in the next general election.

Parents of primary school-aged children understand how important school libraries are for encouraging reading for pleasure and improving literacy:

85%
agreed that it is important that their children read for pleasure.

74%
agreed that primary schools should be providing reading books for pleasure.

78%
of parents cited improved literacy skills as the key benefit of reading for pleasure.



Parents told us that they do not want their child's reading options to be limited to books on the curriculum. They attributed great value to both books that are part of the curriculum and books that their child can read for pleasure.

70% of parents in our poll stated that giving their child choice over what to read is the best way to help them enjoy reading. Primary school libraries can provide that level of choice. Children that have the option to choose books that they find interesting and relevant will be far more likely to develop a love of reading that will stay with them for the rest of their life.



“They’ve just added a whole new library and she had a library after-school club and she really enjoyed sitting and reading on the bean bags and then relaxing and then getting to choose a book to bring home.”

(Parent, Wolverhampton – five children aged 8, 14, 16, 17 and 18)



“The library. She absolutely loves reading and we’ve got quite a collection of books at home but it’s just nice to have the variety at school and that just kind of encourages her to read.”

(Parent, 38, Wolverhampton – one child aged 6)

Parents also highlighted additional benefits that school libraries can provide for their children. For example, they help them to develop their language skills by promoting social interaction.



“It’s not just the reading and the usage of the libraries, it’s the social aspects of it, it’s the interaction with people. On screens and computers on the internet – yeah, okay, they can talk to their friends.... But it’s not the same as being in a room, around a table with your peers and interacting, comparing notes, who’s read what book? And sharing thoughts.”

(Parent, 45, Bury – one child aged 10)

Parents think that it is very important for their child to have access to a library in school. 82% agreed with the statement, ‘It is not fair that access to a library in a school is a postcode lottery’. In fact, of all the facilities that we tested in our poll, only playgrounds (82%) ranked higher in terms of perceived importance. Access to a library (71%) was seen by parents to be more important than access to a computer suite (66%) or to a gymnasium (64%).



“The Government needs to do something about this, because throughout the UK, regardless of where you live, it should be the same. Everything should be the same. Every single school should have some kind of a library for their kids, because reading is important. Because, without reading, you’re going to struggle in life... It’s very disappointing that some places have them and others don’t. It’s just wrong.”

(Parent, 44, Darlington – one child aged 10).

Ultimately, 86% of parents said they would support making it a legal requirement for every primary school in the country to have a designated school library on site.

Investment in primary school libraries presents an opportunity for any party to demonstrate their commitment to levelling the playing field and raising school standards. They can do so safe in the knowledge that public support far exceeds that of other policy commitments much greater in cost and scale.



HOW MUCH WILL IT COST?



By 2024, Libraries for Primaries will have transformed the libraries of 1,000 primary schools across the UK. We estimate that there will still be an additional 1,900 primary schools across the UK without a library. Our next delivery goal is to reach all of these schools by 2028.



In this section, we outline how every primary school in the UK could have a library through a cross-sector partnership. We commissioned the educational economist Luke Sibieta to ensure the estimates are robust and consulted publishing sector stakeholders to shape our proposal.

We have estimated overall programme costs, outlined potential delivery time frames, and explored matched-funding options. The costs are outlined at the UK level first, then the cost of the England component is highlighted. This is because the Department for Education and the Department for Digital, Culture, Media and Sport are responsible for spending in England, with the devolved administrations responsible in Scotland, Wales and Northern Ireland.

“My happiest times in primary school were spent in the library. I want all pupils to have the chance to experience that joy in their own school libraries.”

Francesca Simon, Author

We estimate that it would only cost approximately £17.5 million to reach all 1900 UK primary schools without provision, and around £14 million to reach all primary schools in England.

	2024-25 (£m)	2025-26 (£m)	2026-27 (£m)	2027-28 (£m)	All years (£m)
Books	1.90	1.94	1.98	2.02	7.83
Training	0.14	0.15	0.15	0.15	0.59
Library equipment	0.62	0.63	0.64	0.66	2.55
School support and evaluation	1.40	1.43	1.45	1.48	5.76
Distribution costs	0.19	0.19	0.20	0.20	0.78
TOTAL (UK)	4.25	4.33	4.42	4.51	17.51
TOTAL (ENGLAND)	3.43	3.50	3.57	3.64	14.13

We think a matched funding model would be a pragmatic way to strike a balance between public, private and philanthropic investment. To date, the success of the Libraries for Primaries campaign has been driven by the generous support of the publishing sector, private sector funders, trusts and foundations, and Arts Council England. The Government needs to step up and provide much-needed investment for the next phase.

The key variable in our estimate is the average RRP cost per book, which we have set at £8. If publishers were able to offer an average effective discount of 75% – so that each book cost £2 on average – then the cost to other sectors across the UK would fall to £11.63 million over four years. To reach all schools in England, the cost to other sectors would be £9.39 million.

	2024-25 (£m)	2025-26 (£m)	2026-27 (£m)	2027-28 (£m)	All years (£m)
TOTAL (UK)	4.25	4.33	4.42	4.51	17.51
75% publisher contribution	1.43	1.45	1.48	1.51	5.87
Remaining cost	2.82	2.88	2.94	3.00	11.63

TOTAL (ENGLAND)	3.43	3.50	3.57	3.64	14.13
75% publisher contribution	1.15	1.17	1.20	1.22	4.74
Remaining cost	2.28	2.32	2.37	2.42	9.39

“School libraries are a vital part of children’s education. They are not a luxury; they are a necessity. It is in a school library that many of us discover the magic of reading and begin a lifelong love of books. Children from disadvantaged backgrounds are disproportionately affected by library closures, so school libraries are crucial.”

Gill Furniss, MP for Sheffield, Brightside and Hillsborough

This £11.63 million could be funded entirely by government, or a combination of government, private sector businesses, and trusts and foundations. The effective annual publishing sector contribution would be around £1.5 million a year for a UK-wide scheme. It is important to note that this is not a direct donation – the sector’s contribution would be via book discounts.

THE FUTURE OF LIBRARIES FOR PRIMARIES



“Not everyone has access to a local library anymore, so a school library may be the only chance some children have to explore a wide variety of books or, in some cases, books at all.”

Nathan Bryon, Author

Our ultimate goal is to secure the long-term sustainability of book provision in primary schools. One option would be for the Libraries for Primaries initiative to evolve into a national programme. There are around 21,000 primary schools in the UK, of which around 17,000 are based in England. This would therefore represent a significant scale-up. Whilst this will bring advantages in terms of economies of scale, we recognise that it could also present commercial challenges for our partners – something that we are very keen to avoid.

In 2024, we will work with the Publishers Association to convene a strategic cross-publisher working group that will explore in detail what a sustainable model could look like.


We think that the model would need to be underpinned by the following principles:

- **It must work for the whole ecosystem: publishers, booksellers, authors and schools.**
- **It must be as simple as possible to ensure that it is deliverable at scale.**
- **It must retain the features that have made the programme successful to date: diverse book selection, high-quality training, linking schools into the library sector.**

OUR

CALL TO

ACTION



“Libraries in primary schools are essential – not every child has easy access to books in the home, so providing free and easy access in the school environment is key.”

Joseph Coelho, Children’s Laureate

By working together, we can ensure that every child – no matter their background or location – has access to books that engage and inspire.

Government

In the School’s White Paper, the Government set a target of 90% of primary school children reaching the expected standard in reading by 2030. In addition, the Department for Education’s recent Reading Framework highlighted the importance of reading for pleasure.

The Government can signal its commitment to these policies by supporting the following recommendations:

1. The Secretary of State for Education and Minister of State for Schools should publicly acknowledge the positive role that primary school libraries play in supporting literacy and endorse the aims and approach of the Libraries for Primaries campaign.
2. The Government should commit to match-funding the outstanding investment that is needed to ensure that every primary school in England has a well-stocked and equipped library with trained staff.
3. The Government’s forthcoming Public Libraries Strategy should outline how primary school libraries can help the public libraries ecosystem to maximise its positive social impact.

Publishers

- Help us transform every primary school library in the UK by joining our campaign.
- Work with us to shape a sustainable model for reading for pleasure book provision. If you would like to join the working group, let the Publishers Association know.

Authors

- Spread the word by sharing Libraries for Primaries campaign posts on social media.
- Talk about the importance of investment in primary school libraries as part of press.
- Visit a local state primary school to inspire the next generation of readers.

Teachers and parents

- Write to your local MP asking them to support the Libraries for Primaries campaign.

Visit librariesforprimaries.org.uk to find out more.

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“To furnish a primary school with an adequate library is not that expensive. The alternative – of not allowing children at that formative age to read, to engage and to understand – is too bleak to contemplate.”

Sebastian Faulks, Author

In partnership with

T. 020 7587 1842

E. contact@literacytrust.org.uk

literacytrust.org.uk



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