Letterbox Purple:
An evaluation of the pilot in 2016 for children aged 3 to 5

Prof Rose Griffiths and Dr Sue Hastings
Acknowledgements and thanks

This study was funded by BookTrust.

Our thanks go to the Letterbox Club co-ordinators in our five local areas: Marjorie, Angela, Wendy and Sam, Sue and Emma, and to Amy, Katie and Jenna at BookTrust. Most of all, our thanks go to the children and their foster carers – we have enjoyed sharing your views.

All children and carers have been given pseudonyms in this report.

University of Leicester School of Education, March 2017.

Introduction to the Letterbox Club

The Letterbox Club began as a postal club for looked-after children aged 7 to 9 (Letterbox Blue) and 9 to 11 (Letterbox Red), and was extended from 2011 to cover the age range 11 to 13 (Letterbox Green). A further extension for children aged 5 to 7 (Letterbox Orange) was piloted in 2013.

Each age range has been subject to evaluation, with reports available on the Letterbox Club website:

www.letterboxclub.org.uk.

The Letterbox Club aims to promote children’s interest and enjoyment in learning, especially in reading and mathematics, and to encourage educational activity within their family.

Each child who joins the Letterbox Club receives a parcel once a month for six months, personally addressed to the child and delivered directly to their home. Children may use the materials – which are theirs to keep - on their own, but most children also ask foster carers and other family members to read and play the games with them.

A typical parcel includes two books, two number games, items of stationery and a letter to the child. Sometimes there is a CD to accompany a book. Parcels are usually delivered from May to October in order to cover the long summer holiday and to ease the transition from one school year to the next.

Books for each age range include a mixture of fiction, poetry, non-fiction and activity books, all aimed at the ‘interest age’ of each cohort of children. Number games are usually provided at two levels in each parcel, and children are encouraged to find ways of adapting each game if they wish. The stationery items provide anything needed to play the games, and always include writing and drawing materials.

Children can be a member of the Letterbox Club several times, once in each age group. Every local organisation orders the number of parcels they need for each age group for the year, and maintains a confidential data base of children’s names and addresses, kept up-to-date each month, so that parcels can follow the child if the child moves.

The Letterbox Club is managed by BookTrust, a national charity, in partnership with the University of Leicester, and is well-established across the UK with over 11,000 children aged 5 to 13 enrolled as members in 2016.
Piloting a new age range: Letterbox Purple

During 2016, following many requests from local authorities, the Letterbox Club trialled ‘Letterbox Purple’ with 70 children aged 3 to 5, working with five local areas: Hertfordshire; Merton and Wandsworth in London; Newport in Wales; and the Fostering Network Northern Ireland, each with between 6 and 24 families taking part.

Letterbox Purple follows the successful pattern of the established age ranges, with parcels once a month addressed to the individual child. However, since the children are so young, the guidance in the Purple parcels is aimed at the adults in their family (whereas other Letterbox Club parcels aim directly at the child). The contents are different, too – with a bigger emphasis on oral stories, rhymes and songs, and developing vocabulary. The number activities concentrate on numbers to six, including by counting the little puppets that arrive, one in each parcel. A list of the contents of the six pilot parcels is included as Appendix One.
Setting up the study

The main aim of the study was to see which books, games and activities worked best. We also wanted to check that the notes for families gave foster carers enough information, and to explore some of the practical issues for local co-ordinators and for foster carers, that might be different for this age group.

We used:
• questionnaires about each parcel to collect foster carers’ and children’s views
• discussions at two group meetings with the local co-ordinators, before and after the six months of parcel delivery
• telephone interviews with foster carers in one local authority, three months after the last parcel.

Contextual information

Each co-ordinator gave us background information about the children in their local area, so that we could check we had a good cross-section of children and families in the pilot. 58% of the children were boys, and 42% girls, and the majority were aged 4 at some point during the pilot.

Just over half the children (52%) had been with their current foster carers for less than 12 months; 24% had been in the current placement for more than 2 years. Most children (84%) were in a placement with a non-related foster carer; 12% were with a kinship carer and 4% were in adoptive placements.

About half of the children were in placements with other children under the age of 8. All of the children spoke English as their first language.

Questionnaires

The questionnaires were distributed by the four local authorities and the Fostering Network Northern Ireland, as they had the database of children’s names and addresses for confidentiality. All responses were anonymised. The busy lives of foster carers made it difficult to achieve a very high response rate: we received replies on behalf of 35 out of the 70 children who had parcels. The highest level of response was for the first two parcels, as you can see in the following table:

<table>
<thead>
<tr>
<th>Parcel:</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of questionnaires returned:</td>
<td>34</td>
<td>35</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

These 117 questionnaires provided us with a rich source of information about children’s and foster carers’ preferences.

The majority of children in the pilot were aged 3 or 4, so the questionnaires were completed by the foster carers on their child’s behalf. They were asked to rate each book, activity or item as ‘Really liked it’, ‘It was OK’, ‘Didn’t like it’ or ‘Haven’t used it’. Foster carers were also invited to give their own views. An example of the questionnaires is included as Appendix Two.

The purpose of the ratings was to see whether items were enjoyed and used, to help with future development of the resources included in the parcels. The hope was that less than 10% of the children and foster carers would say ‘Didn’t like it’ or ‘Didn’t use it’ for each item. As you can see, all of the items in the first parcel were well received.
First parcel

Percentage of children who said ‘Really liked it’ or ‘It was OK’ for each item (with total in black):

- 76% + 15% = 91%
- 82% + 15% = 97%
- 88% + 12% = 100%
- 88% + 12% = 100%
- 91% + 6% = 97%
- 61% + 35% = 96%
- 47% + 41% = 88%

and 12% ‘haven’t used it yet’
What did the children and carers think of the books?

In the following sections, the scores for each resource are reported as percentages. These represent the proportion of families who said they ‘Really liked it’ or ‘It was OK’ for each item. A full breakdown of the results for each item can be found in Appendix Three.

The most popular books were *Where’s Bear?* (which is a board book), *Ten Little Pirates*, and *The Gingerbread Man*, all scoring 100%, closely followed by *Oh, no, George!* and *Oi Frog!* on 97%.

*Where’s Bear?* and *Ten Little Pirates* both gave enjoyable opportunities for counting and recognising numbers. *Where’s Bear?* is a beautifully illustrated hide-and-seek book, which one foster carer said was in use every day - “Jaden loves this book!”. *Ten Little Pirates* has bright illustrations, and counts down with a rhyming disaster happening to each pirate in turn – but a happy ending.

*The Gingerbread Man* is a well-loved traditional tale, which foster carers recognised from when they were children. One foster carer said, “Aliyah loves this and we’ve made gingerbread biscuits”. *Oh, no, George!* was popular because George was quite naughty. Children liked the fact that George was trying hard to be good, and they commiserated when he did not manage it!

*Oi Frog!* is another rhyming book with very funny ideas about who sits on what! Oscar’s foster carer said when she read it to him, “he said, if the Frog was his, he would let him sit on the sofa!”. Karl tried to make up his own rhymes, and Sadie was remembering the rhymes and repeating them.

*The Rhyme Time* book was reasonably popular, but the CD included in it was praised even more. Several carers said it was often used during car journeys, and it encouraged everyone in the family to sing.

Parcel Three included *Maisy Learns to Swim* (91%). The popular little mouse was a clear favourite with many children – three foster carers said that their children were learning to swim themselves, so they could relate to the story, and another said when she read it to the children, they asked to go swimming.
Animal Music (93%), another board book, has lively rhymes, vibrant colours and amusing illustrations. All the performers have bow ties! Although this book got high ratings overall, one child thought it was too babyish – although this could have been because it was labelled as ‘a book for toddlers’.

In Parcel Five, some children said Aaaarrggghh, Spider! (83%) was too scary. Parcel Six included First Facts: Bugs (90%) and was accompanied with a small magnifier, so that children could look for bugs themselves. “The girls absolutely LOVED this book and magnifier and have gone back to it time after time. I think it’ll be a great resource for years to come”.

Josie said that Harry “enjoyed going round the house and garden looking at things in greater detail”. Annie stayed indoors: “She likes examining things, especially her nails.”

Where the Wild Things Are (78%) was another book familiar to many adults. Some children found the pictures scary, but others wanted it read to them frequently.

What did the children and carers think of the number activities?

The number activities in each parcel were described on the notes for families. They encouraged children to count forwards or backwards, and to begin to recognise numerals to five or more. The two counting books in the parcels (Where’s Bear? and Ten Little Pirates) helped with this.

Parcel One provided a lion (91%) - the first of six attractive finger puppets in consecutive parcels. Zebra arrived in Parcel Two, with red and blue beanbags to sit or sleep on. Children also used the beanbags to practise throwing and catching – much easier than using a ball. The notes for families suggested counting as you threw the beanbags to each other. Children often took charge of the activity. Zoe said that her foster daughter enjoyed making up her own rules.
There were positive comments about all six of the puppets. Joseph “played with the lion lots – even brought it on car journeys”. Paris “enjoyed telling us stories with the puppets”, and Kyle “loved chatting away to them”. Janie “was excited about collecting the set of puppets – she ticked them off on the postcard (which came with Parcel One)”. Several foster carers said their children made animal noises, and by the time they had their last parcel, they were counting with their foster carer up to six. As Louise said, “The giraffe was our last puppet, and it was welcomed with enthusiasm and has very much become part of our puppet community!”

Parcel Three included paper cut-out elephants for children to colour, put in a line and count, and these scored 100%. Foster carers also approved of the child receiving a zip-top pencil case to store their new wax crayons.

Parcel Four’s counting activity was a musical one – counting time with maracas. These scored 100%. Counting in time is not easy when you are only four years old, so less structured play was also prevalent. Billie “really liked the maracas and has played them along with music on most days”. Leo thought they were “great for dancing and we also love to sing”. Sometimes, the foster carer had one of the maracas while the child had the other, and they took turns to “shake a number” and copy each other.
Six little plastic dinosaurs in Parcel Five were used for hide and seek and many other games. Katie’s foster carer said, “She loved the dinosaurs – they are very tactile, and she has played with them in all sorts of ways”.

Comparing numbers to see which is largest is much more difficult for children than adults might realise. Parcel Six included the “Who has most?” game, where children had to decide which animal had the biggest pile of counters after throwing a dice. Many children enjoyed this, while some found the game too difficult, so made up their own rules. The counters and dice were used in many different ways, including sharing them with the puppets.

What did the children and carers think of the drawing and writing materials?

Stationery items received a rating of 90% or more in every parcel. Several carers commented that children liked zipping and unzipping their pencil case, and putting things away when they finished. The jumbo triangular pencil was much appreciated, more than a thinner black pen and an ordinary pencil. Some children especially loved having a sharpener, and sharpened their pencils frequently. Tomas’s carer said “He loved the yellow highlighter” and every child was glad to receive felt pens, wax crayons and coloured pencils. Max’s foster carer noted that “He loves the fact that it’s his own stuff”.

When Aran’s parcel arrived, his carer said “He put his stationery straight in his pencil case from last time – and he was instantly busy drawing in his new exercise book.” The mixture of exercise books was welcomed. Stickers added another activity – stars or smiley faces. “Molly loved the stickers and she decorated a homemade birthday card”. Several foster carers joined in with their children, using the smiley faces to draw people (which is quite a difficult task for many children aged four).
Did foster carers feel the parcels helped them do more with their children?

The answer to this question was overwhelmingly positive, with only one foster who said no – and she said this was because “we do lots together already”. Others commented that the parcels gave them new ideas: “We are always looking for additional ways to support children with fun learning”; “The parcel gives us variety”; “Yes, there’s always a talking point. Some things I hadn’t seen in the shops – Suzie enjoyed items more than I had expected”; and “The parcels always bring something new and give us many ideas”.

Over half the children were in families with other young children, and most shared their books and games with others. However, one child preferred not to share with her younger sibling: Jasmine’s foster carer said, “She keeps all the things in the bag and takes them out when her younger brother is asleep. Then she packs them up safely again”.

After the last parcel, we asked foster carers whether their children were still using the books and activities from earlier Letterbox parcels. The majority of carers said, “Yes, a lot!”

Kathy summed it up: “Thank you for everything over the last six months – we will miss them!”
Dr Sue Hastings interviewed four families by telephone in January 2017 (i.e. three months after their last parcel), using a list of questions and following up on points made by the foster carers.

**Jaimie**

Jaimie has been with his foster carer, Jane, for most of his life. His home language is English and his ethnicity White British. He has autism and ADHD. He started to receive the Letterbox Purple parcels when he was nearly three and a half.

What was your child's reaction to getting the parcels?

‘Jaimie loves getting the parcels. When he opened the parcel and saw the finger puppet that was his dream – he still plays with them. I could tell from his look that he was excited… he always opens it straight away. He likes touching all the items. He talks to the finger puppets’.

What do you think about the parcels?

‘The books are beautiful, just absolutely beautiful, bright and attractive– the favourites have been *Oi Frog, Flip Flop Farm, Gingerbread Man and Goodnight Moon.*’ The foster carer said how the books had really helped at home. She also commented on the stationery items being the right types for the child’s age. Jaimie loved the stickers, crayons and elephant shaped drawing papers. One of these drawings was put in his memory box.

Jane says she now buys small props to go with storybooks: for example, she bought an Elmer the Elephant toy to go with the book. She said ‘it’s a shame it’s stopped. I have the basics (from the parcels) and can now create more things from them’.

When asked where else she would go to get ideas to support her child, Jane listed the mutual support group of foster carers run by the Virtual School, the nursery school and their specialist educational support staff.

**Zak and Kai**

The boys were almost 5 years old when their first parcels arrived in May. They had been in the placement with Jenny for just 3 months. They have since moved on to a new placement and the parcels have gone with them. Of Black or British Black Caribbean ethnicity, the twins are English speaking. Zak has special educational needs.

What were your children’s reactions to getting the parcels?

Whilst both excited to have parcels arriving with their names on, the twins were different in their responses. Zak would rip his open, whilst Kai would open his carefully. One boy loved the puppets, the other the books. The favourite book was *Ten Little Pirates*, a counting book. Zak’s favourite items were the bean bags. ‘He carried them around with him all the time, they are so tactile’.

Who’s hiding? It’s Zebra!
What do you think about the parcels?

Jenny said she knew what was coming but that the children were not used to getting anything – ‘It’s amazing for them with their names on, coming through the post. The boys started to smile a lot more at the postman, too’.

She said the family are all into games and that they looked forward to sitting down with the maths activities. ‘It’s useful to have the notes with suggestions on and also to get things you can’t get in the shops’.

Jenny thought the stationery was good. The drawing books helped to encourage the boys to draw pictures in their special books. They could open the book up and see what they’d done before.

The Virtual School was cited as a good source of ideas and support for Jenny.

Leah

Leah’s home language is English. She was 4 years and 3 month old when the first Letterbox Purple parcel arrived. At this time she had been in kinship care with Val for just under 3 years. Her ethnicity is Black or Black British – other Black African.

What was your child’s reaction to getting the parcels?

‘She had joy on her face when she saw it and would shout ‘I’ve got a parcel!’ Leah would go through everything when the parcel arrived. She loved the finger puppets and books. The stickers were a big hit and the first thing that Leah did with them was to make a card for her Grandma and decorate it with stickers.

Leah marked off the finger puppets as they arrived on the record card saying ‘Oh, I’m going to get this one – oh, I’m going to get the other one’. She liked the maths activities. Leah really liked the counting book, even though Val thought it may have been too young for her to begin with: ‘She read the book straight away and put it in her bookcase’. Val acknowledged that, yes, the book was a really good one, indicating a change of opinion as a result of the book’s inclusion in the parcel.

What about the stationery items?

Leah liked all the stationery. She loved the pencil sharpener – ‘She spent hours doing that activity, just sharpening the pencil’. The bean bag was used for throwing. Leah liked the exercise books and their ‘school’ look.

What do you think about the parcels?

Comments from Val included ‘Overall a brilliant scheme, the whole concept – she loved the parcels’. Her one suggestion was that the parcels should include more stickers.

Could you tell me where else you would go for ideas/advice?

Val said she would go to high street shops to search for maths activity books. “I google a lot of stuff, so if I wanted to find out anything I’d google.” She doesn’t use the local library, but might buy books online.

Aman

Aman was just under four and a half when he received his first parcel. He had been with Lorna for six months. He is Black or British Black Caribbean and his home language is English.

What was your child’s reaction to getting the parcels?

Lorna said that the parcel made Aman feel important and he would show it off to his brother. When it arrived he took the parcel to his room and opened it on his own.

What do you think about the parcels?

‘I thought they were really interesting. Really good for them to have their own little parcel – that special touch. Every time the postman comes Aman asks if there is a parcel’. Lorna thought the parcels were educational and very useful. She said Aman related well to the books, loved the puppets, colours and games and thought that all the items were matched to his age.

Aman’s favourite book was Never Ask a Dinosaur to Dinner – ‘Yes, he’s into dinosaurs and all animals’. The number activities were good and easy for him to work out and learn and remember the numbers.

And the stationery items?

‘Fantastic! The exercise books are great - he’s already filled them up. He writes his name on the front of his books and when he gets back from school he sits at his workstation and we have to play schools together’

Where else would you go for ideas/advice?

‘The local library I suppose – it’s just up the High Street. And the Virtual School’.

Lorna summed up her remarks by saying ‘Everything is useful. There’s a good balance of materials. It’s a brilliant idea and I hope it continues – even if only every quarter. For a child in care to have a parcel in the post is very fulfilling. It’s got their name on as well and that makes them feel special, that someone remembers them.’
Local co-ordinators’ views

We met the five co-ordinators together in April 2016, a month before the first parcel was delivered, and then again in January 2017, three months after the last parcel. The co-ordinators shared information about their local organisations and their views on the contents of the parcels and the impact on their children and families.

Several interesting issues were discussed.

Contextual information

The co-ordinators had provided initial background information about the children in the pilot (including age, gender, and time with the current carer) but we had not collected information about ethnic origin or the children’s home language. This was asked for at a later stage: however, the number of returns were not sufficient to be able to comment about the pilot as a whole, although we expected that the five geographical areas in the pilot would have given a reasonably representative sample.

Adoption

Children in this age group are more likely to be adopted than older children, so the co-ordinators thought there might be a higher likelihood of a change of address and perhaps a change of name with this cohort. One adoptive family during the pilot said that they did not want Letterbox to continue as the child had been given so many gifts by friends and family members, and they would rather the books went to ‘someone who needs them’. However, many adoptive parents felt the parcels were useful – also echoing the thoughts of other children in previous evaluations, who were glad of the ‘proof’ that someone knew where they were, and was thinking of them. Two co-ordinators commented that many adopters would not have had children living with them before, so it might be additionally important to have ideas for activities and books delivered to them as post-adoption support.

Parcel contents

The co-ordinators discussed whether board books were suitable for this age group, and felt that they were, especially when children were looking at books on their own, as they are sturdier than paperbacks. Some children might share them with younger siblings, too.

When children were moved to a new adoptive or foster carer, it was not clear whether the new adults were given sufficient information about the Letterbox Club, and about the books and other items the children should be able to bring with them to the new placement. It could be useful to have a template letter or a leaflet that could be added to each parcel when the child’s address changed, which also gave information about the Letterbox Club website.
Conclusion

The pilot of Letterbox Purple experimented with a different way of working with carers, compared to parcels for older children. It included more activities that needed the carer to initiate engagement with the child, supported by ‘Notes for families’ to guide this. This proved to be very appropriate for this age range of children.

The range of books was enjoyed, and the mix of paperbacks and board books was generally appealing. Children of this age were especially comforted by hearing a story over and over again.

The puppets were good for story telling, helping child and carer to talk to each other, and as friendly toys to keep children company.

The number activities helped foster carers see what was important about learning to count and to recognise numbers. The two counting books complemented these, giving further opportunities for the repetition needed to improve children’s confidence with counting.

Music was important: singing and dancing were enhanced by using the maracas and listening to the CD of songs and rhymes – including in the car.

The stationery, including exercise books, pens, crayons, stickers and elephant-shaped paper cutouts, was enjoyed. Foster carers were glad to receive items that they had not thought of using before – such as the bean bags.

The enjoyment and interest shown by children in receiving personalised parcels over a sustained period of time was very strong. The children, their foster carers and other family members spent more time together on positive activities as a result of receiving the parcels, which helps to build good relationships.

The Letterbox Purple age range is being offered across the UK from May 2017.
Appendices

Appendix One: Letterbox Purple parcel contents, 2016

Parcel One, May 2016:
Notes for families
Letter to child
Where’s Bear? by Emily Gravett (Macmillan, 2015)
Lion finger puppet
Finger puppets postcard
Oh No, George! by Chris Haughton (Walker Books, 2012)
Pencil case, felt-tip pens, jumbo pencil, sharpener, plain paper exercise book
Bookstart Rhyme time book and CD

Parcel Two, June 2016:
Notes for families
Red and blue bean bags
Goodnight Moon by Margaret Wise Brown (Macmillan, 2012)
Zebra finger puppet
Oi, Frog! by Kes Gray and Jim Field (Hodder, 2014)
Pencil, black pen, plain paper exercise book
1 to 5 sheet with stars
Star stickers to make starry pictures

Parcel Three, July 2016:
Notes for families
Paper elephants for colouring and counting
Pencil case and wax crayons
Never ask a dinosaur to dinner by Gareth Edwards and Guy Parker-Rees (Scholastic, 2014)
Crocodile finger puppet
Finger puppets postcard from Parcel One: have you ticked the ones you have received yet?
Maisy learns to swim by Lucy Cousins (Walker Books, 2013)
Everyday counting: does your child like counting with you?

Parcel Four, August 2016:
Notes for families
Monkey finger puppet
Animal music by Julia Donaldson and Nick Sharratt (Macmillan, 2015)
Maracas
Something else by Kathryn Cave and Chris Riddell (Puffin, 2011)
Pencil, sharpener, plain paper exercise book
Smiley face stickers
Yellow highlighter pen

Parcel Five, September 2016:
Notes for families
Elephant finger puppet
Ten little pirates by Mike Brownlow and Simon Rickerty (Orchard Books, 2013)
Coloured pencils, blue exercise book
Who’s hiding? activity with mini dinosaurs
Hide and seek dinosaurs activity
Aaaarrghh, Spider! by Lydia Monks (Egmont, 2004)

Parcel Six, October 2016:
Notes for families
DK First facts: Bugs (Dorling Kindersley, 2011)
Magnifier
Giraffe finger puppet
Pen, highlighter, plain paper exercise book
The Gingerbread Man retold by Alan MacDonald (Ladybird, 2011)
Who has most? game with counters, dice and pencil case
Where the Wild Things are by Maurice Sendak (50th Anniversary edition, Red Fox, 2013)
Appendix Two: Example of a questionnaire

<table>
<thead>
<tr>
<th>What did you and your child think about each of these...?</th>
<th>Really liked it</th>
<th>It was O.K.</th>
<th>Didn't like it</th>
<th>Haven't used it</th>
<th>Tell us more!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Notes for families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Explained to us what it was for.</td>
</tr>
<tr>
<td>2. Letter to child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Loved getting a letter.</td>
</tr>
<tr>
<td>4. Lion finger puppet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Great size for his finger.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>What did you and your child think about each of these...?</th>
<th>Really liked it</th>
<th>It was O.K.</th>
<th>Didn't like it</th>
<th>Haven't used it</th>
<th>Tell us more!</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Finger puppets postcard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Is using these to practise for P1 in September.</td>
</tr>
<tr>
<td>6. Oh no, George! book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knows quite a few of them.</td>
</tr>
<tr>
<td>7. Stationery; Pencil case, felt-tip pens, jumbo pencils, sharpener, exercise book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Rhyme time book and CD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you think the Letterbox parcel has helped you to do more with this child? Yes. No. Please give details:

Any other comments:

He keeps all his things in a bag I gave him and loves to take them out when his 2 younger brothers are asleep. So as he says "they can't wreck them on him and knows to pack them up safely again!"
Appendix Three: Foster carer responses to the pilot Letterbox Purple parcels

*N.B. Percentages will not always total 100% because of rounding.*

*Results from Parcel One and Parcel Two are more reliable, as there were a greater number of respondents.*

### PARCEL ONE
34 respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Really liked it</th>
<th>It was OK</th>
<th>Didn’t like it</th>
<th>Haven’t used it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes for families</td>
<td>61%</td>
<td>35%</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td>Letter to child</td>
<td>61%</td>
<td>29%</td>
<td>-</td>
<td>9%</td>
</tr>
<tr>
<td>Where’s Bear? book</td>
<td>88%</td>
<td>12%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lion finger puppet</td>
<td>76%</td>
<td>15%</td>
<td>-</td>
<td>9%</td>
</tr>
<tr>
<td>Finger puppets postcard</td>
<td>47%</td>
<td>41%</td>
<td>-</td>
<td>12%</td>
</tr>
<tr>
<td>Oh, No, George! book</td>
<td>91%</td>
<td>6%</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>Stationery items</td>
<td>82%</td>
<td>15%</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td><em>Rhyme Time</em> book and CD</td>
<td>79%</td>
<td>12%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### PARCEL TWO
35 respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Really liked it</th>
<th>It was OK</th>
<th>Didn’t like it</th>
<th>Haven’t used it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes for families</td>
<td>67%</td>
<td>30%</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>Red and blue bean bags</td>
<td>69%</td>
<td>25%</td>
<td>-</td>
<td>6%</td>
</tr>
<tr>
<td><em>Goodnight Moon</em> book</td>
<td>76%</td>
<td>18%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Zebra finger puppet</td>
<td>74%</td>
<td>17%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td><em>Oi, Frog!</em> Book</td>
<td>91%</td>
<td>6%</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td>Stationery items</td>
<td>66%</td>
<td>20%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>1 to 5 sheet with stars</td>
<td>82%</td>
<td>15%</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>Star stickers to make pictures</td>
<td>77%</td>
<td>9%</td>
<td>3%</td>
<td>11%</td>
</tr>
</tbody>
</table>
# PARCEL THREE

12 respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Really liked it</th>
<th>It was OK</th>
<th>Didn’t like it</th>
<th>Haven’t used it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes for families</td>
<td>56%</td>
<td>44%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Paper elephants for counting</td>
<td>83%</td>
<td>17%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><em>Never ask a dinosaur to dinner</em> book</td>
<td>75%</td>
<td>8%</td>
<td>-</td>
<td>17%</td>
</tr>
<tr>
<td>Crocodile finger puppet</td>
<td>67%</td>
<td>33%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><em>Maisie learns to swim</em> book</td>
<td>64%</td>
<td>27%</td>
<td>-</td>
<td>9%</td>
</tr>
<tr>
<td>Stationery items</td>
<td>92%</td>
<td>8%</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

# PARCEL FOUR

14 respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Really liked it</th>
<th>It was OK</th>
<th>Didn’t like it</th>
<th>Haven’t used it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes for families</td>
<td>45%</td>
<td>45%</td>
<td>-</td>
<td>9%</td>
</tr>
<tr>
<td>Monkey finger puppet</td>
<td>79%</td>
<td>21%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><em>Animal Music</em> book</td>
<td>86%</td>
<td>7%</td>
<td>7%</td>
<td>-</td>
</tr>
<tr>
<td>Maracas</td>
<td>93%</td>
<td>7%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><em>Something Else</em> book</td>
<td>83%</td>
<td>8%</td>
<td>8%</td>
<td>-</td>
</tr>
<tr>
<td>Smiley stickers</td>
<td>91%</td>
<td>9%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Stationery items</td>
<td>82%</td>
<td>9%</td>
<td>-</td>
<td>9%</td>
</tr>
</tbody>
</table>
### PARCEL FIVE

12 respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Really liked it</th>
<th>It was OK</th>
<th>Didn’t like it</th>
<th>Haven’t used it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes for families</td>
<td>33%</td>
<td>67%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Elephant finger puppet</td>
<td>83%</td>
<td>17%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ten Little Pirates book</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Stationery items</td>
<td>75%</td>
<td>17%</td>
<td>-</td>
<td>8%</td>
</tr>
<tr>
<td>Mini dinosaurs and activities</td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Aaaarrggh, Spider! book</td>
<td>75%</td>
<td>8%</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

### PARCEL SIX

10 respondents

<table>
<thead>
<tr>
<th>Item</th>
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<th>It was OK</th>
<th>Didn’t like it</th>
<th>Haven’t used it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes for families</td>
<td>43%</td>
<td>57%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>First Facts Bugs book</td>
<td>70%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Magnifier</td>
<td>70%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Giraffe finger puppet</td>
<td>90%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Stationery items</td>
<td>80%</td>
<td>10%</td>
<td>-</td>
<td>10%</td>
</tr>
<tr>
<td>The Gingerbread Man book</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Who has most? Game</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
<td>-</td>
</tr>
<tr>
<td>Where the Wild Things are book</td>
<td>78%</td>
<td>-</td>
<td>22%</td>
<td>-</td>
</tr>
</tbody>
</table>
Contact us
If you are interested in knowing more about Letterbox Club, including finding out more about previous evaluations:

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