



## Dedicated Schools Grant Progress Report

Family Hubs

June 2016

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# **Dedicated Schools Grant Progress Report**

## **Year 1 June 2016**

In September 2014 a Dedicated Schools Grant application for £500K was accepted to fund the work of 11 full time equivalent Family Hub Workers for the financial years 2015/16 and 2016/17. Their focus was to deliver transition programmes and packages of targeted work in schools with pupils identified as at risk of not achieving their Early Learning Goals at the end of the Early Years Foundation Stage, and also one-to-one work with families identified by the schools as needing additional support to encourage parental participation in their child's learning. This one-to-one work was offered to take place in the school or family home and continue to be provided out of school and term time in the family home or Family Hub.

Family Hub Advisors Child Development who deliver the Dedicated Schools Grant Offer in schools are all qualified to Level 3 in either Health & Social Care or Child Development – CACHE or NNEB. More than half have a foundation or full degree at Level 5.

The project focused on the following 3 outcomes.

- 1. Raising Attendance Levels**
- 2. Raising Attainment**
- 3. Improving Behaviour**

### **Progress to Date – Year 1**

April - July 2015

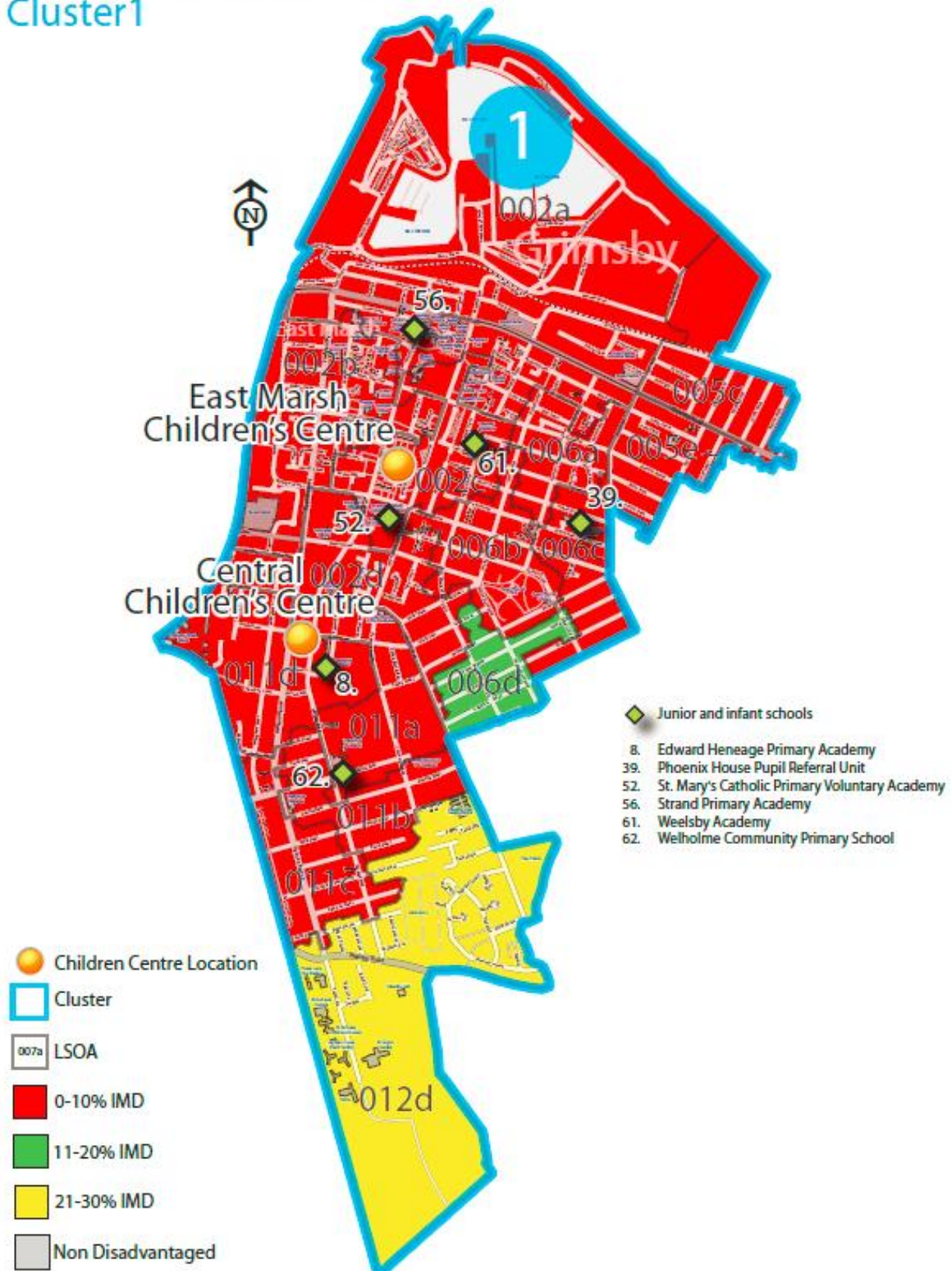
Sept - December 2015

January- March 2016

# Cluster Maps

## Family Hub Clusters 2015

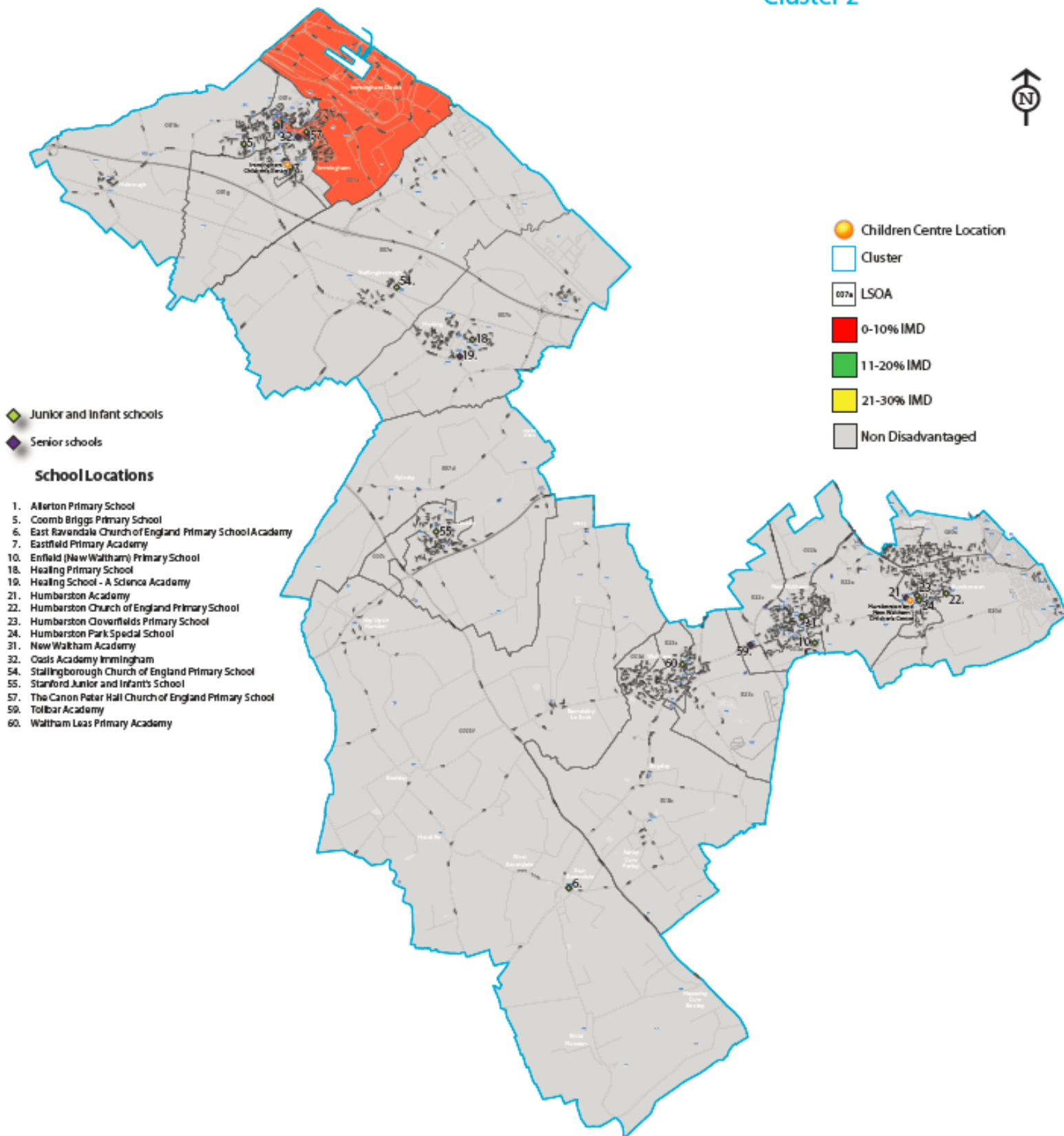
### Cluster1



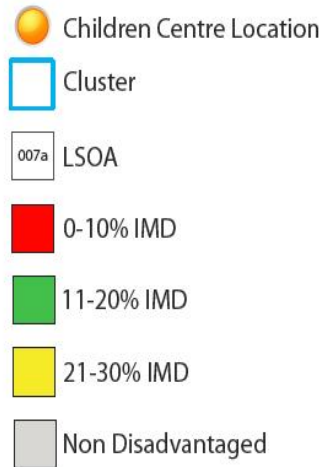
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## Family Hub Clusters 2015 Cluster 2








### Cluster 3





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# Family Hub Clusters 2015

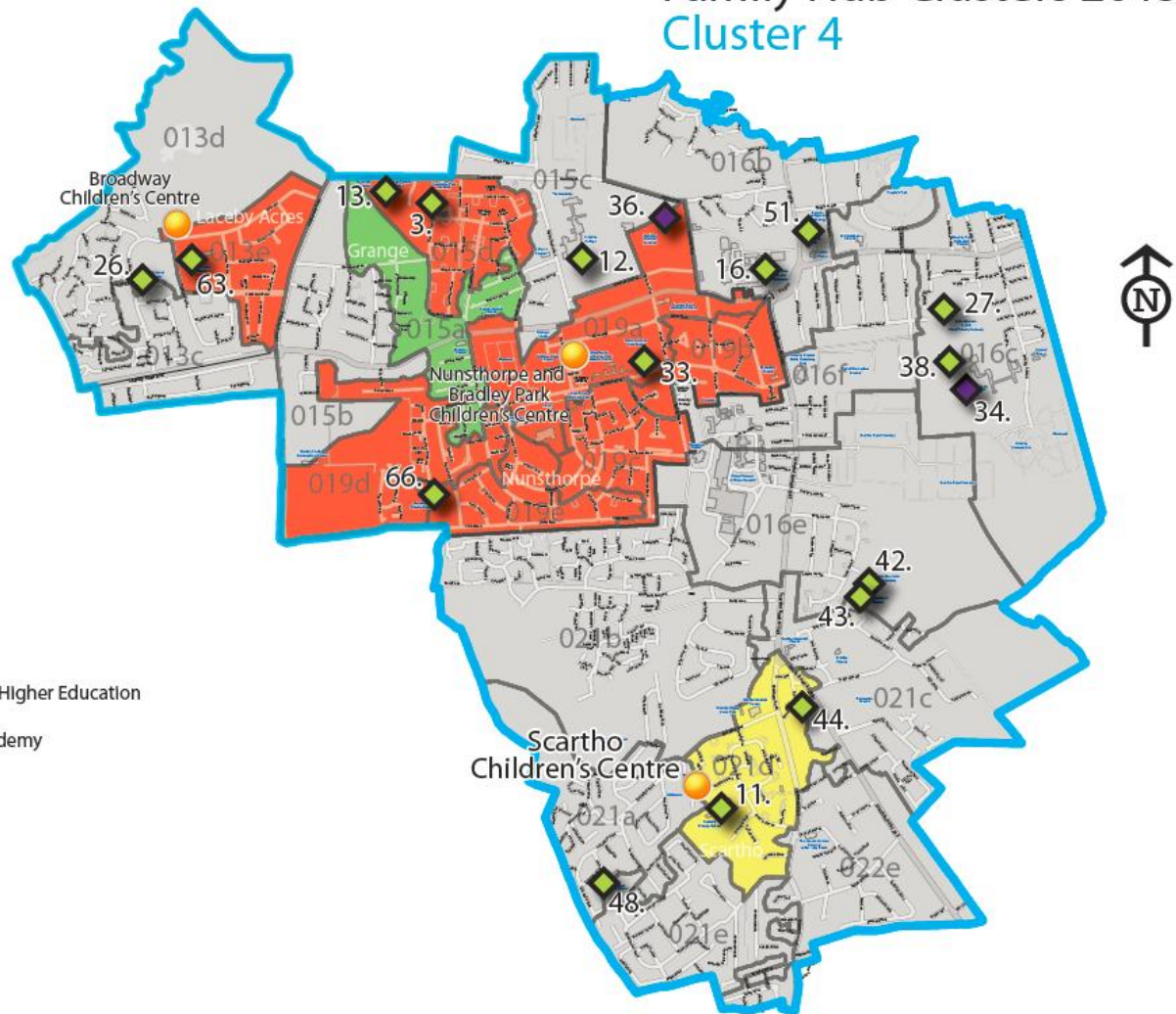
## Cluster 4

-  Children Centre Location
-  Cluster
-  LSOA
-  0-10% IMD
-  11-20% IMD
-  21-30% IMD
-  Non Disadvantaged

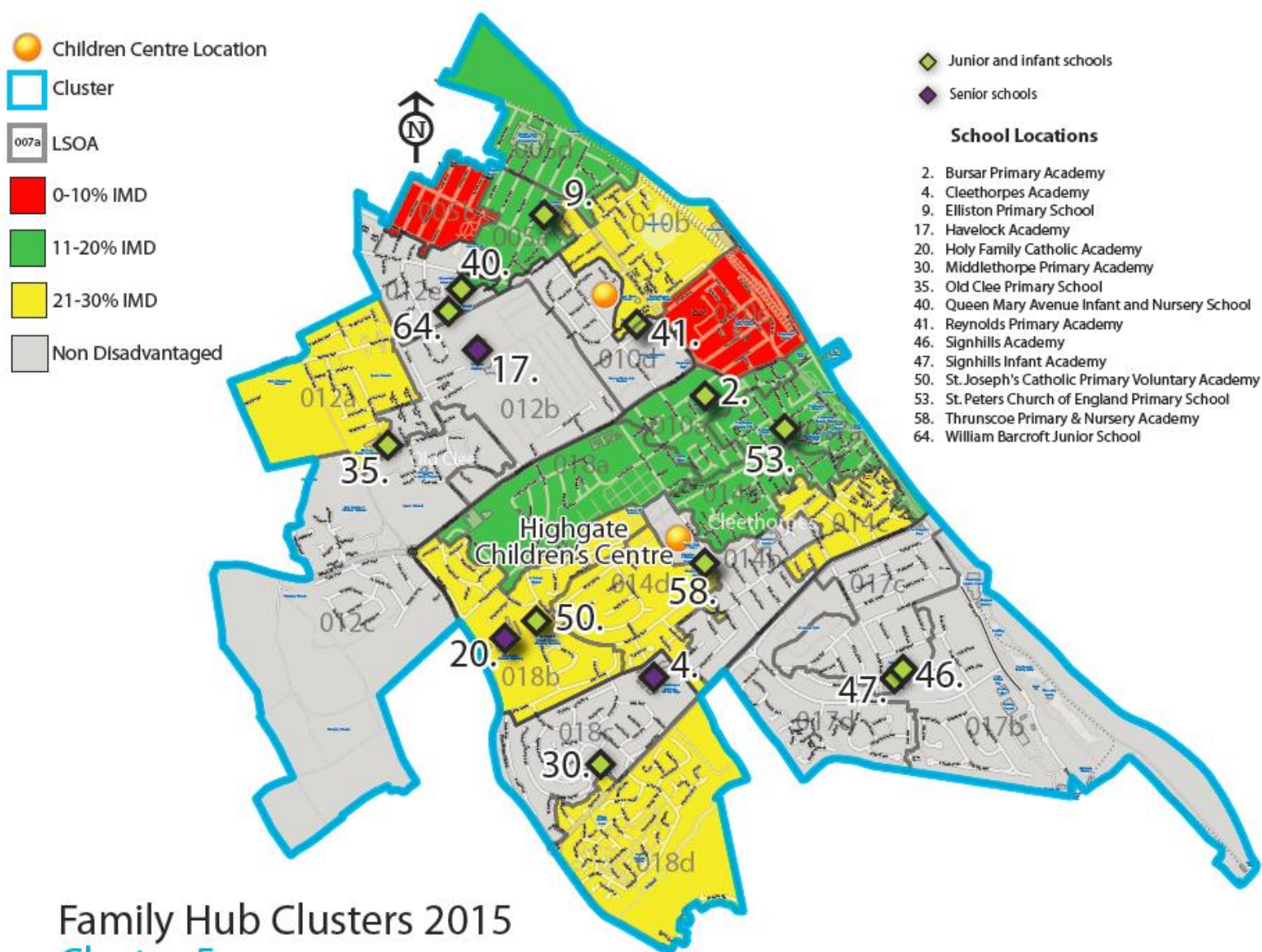
-  Junior and Infant schools
-  Senior schools

### School Locations

- 3. Cambridge Park Academy
- 11. Fairfield Primary School
- 12. Franklin College
- 13. Grange Primary School
- 16. Grimsby Institute of Further and Higher Education
- 26. Laceby Acres Primary School
- 27. Lisle Marsden C of E Primary Academy
- 33. Oasis Academy Nunsthorpe
- 34. Oasis Academy Wintringham
- 36. Ormiston Maritime Academy
- 38. Park House
- 42. Scartho Infants' School
- 43. Scartho Junior Academy
- 44. Scartho Nursery School
- 48. Springfield Primary School
- 51. St. Martin's Preparatory School
- 63. Western Primary School
- 66. Woodlands Primary School







Family Hub Clusters 2015  
Cluster 5

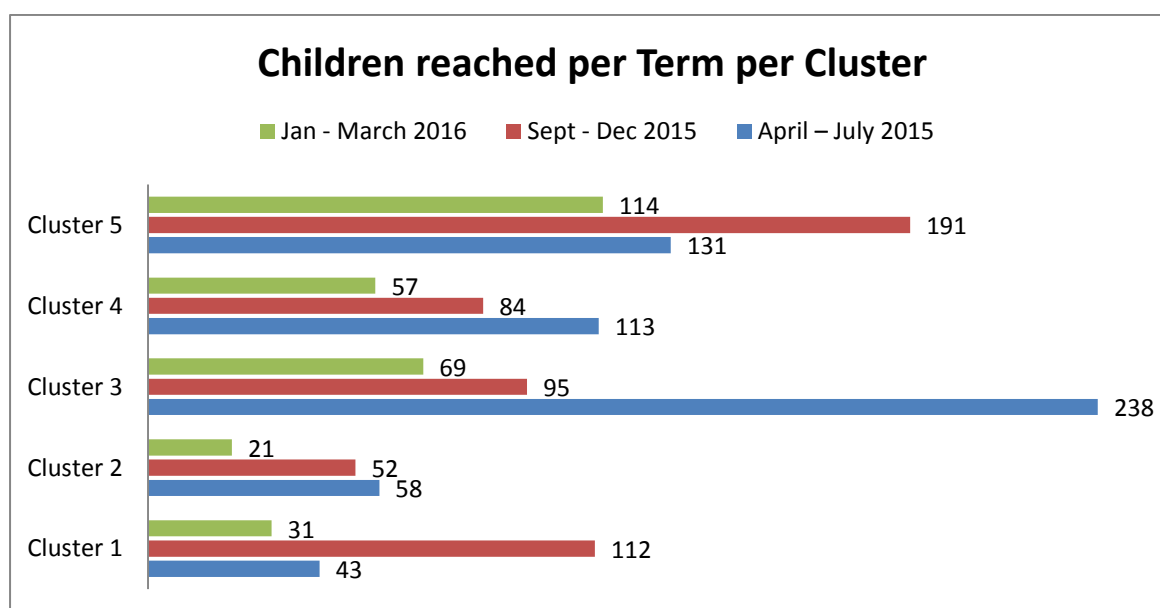


## Number of children receiving support per cluster

	April – July 2015	Sept - Dec 2015	Jan - March 2016
Cluster 1	43	112	31
Cluster 2	58	52	21
Cluster 3	238	95	69
Cluster 4	113	84	57
Cluster 5	131	191	114
Total per Quarter	583	534	292

Please note; Cluster 1 staff have been working heavily on transition packages for schools to address, and support attachment, separation and the importance of nursery / school attendance, as well as Language work to promote children's communication and language development, the foundations to learning. In January to March, there was a lack of referrals in for DSG work from schools and academies. Year 2 reporting will include DSG data in relation to the top 30% areas of deprivation, children's dates of birth and gender to ensure that we are targeting those children in most need of the intervention.

## Number of children reached with DSG intervention per Cluster per Term



Total Number of children reached = 1409

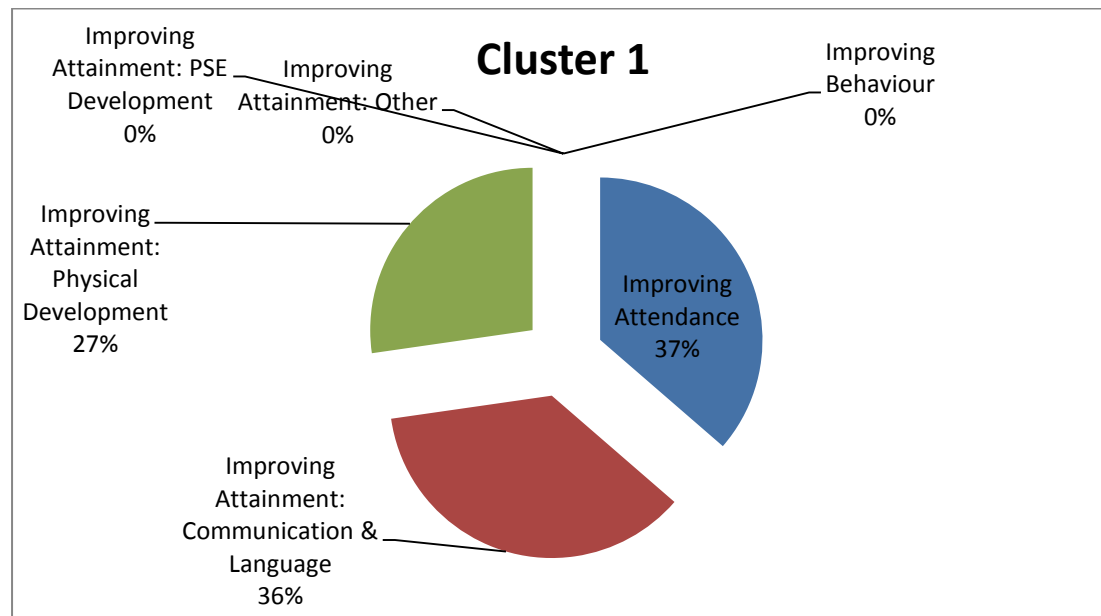
See Appendix 1 for schools and academies who have not referred into the DSG project in Year 1.

## What has each Cluster requested?

See Appendix 2 for a description of activities on offer.

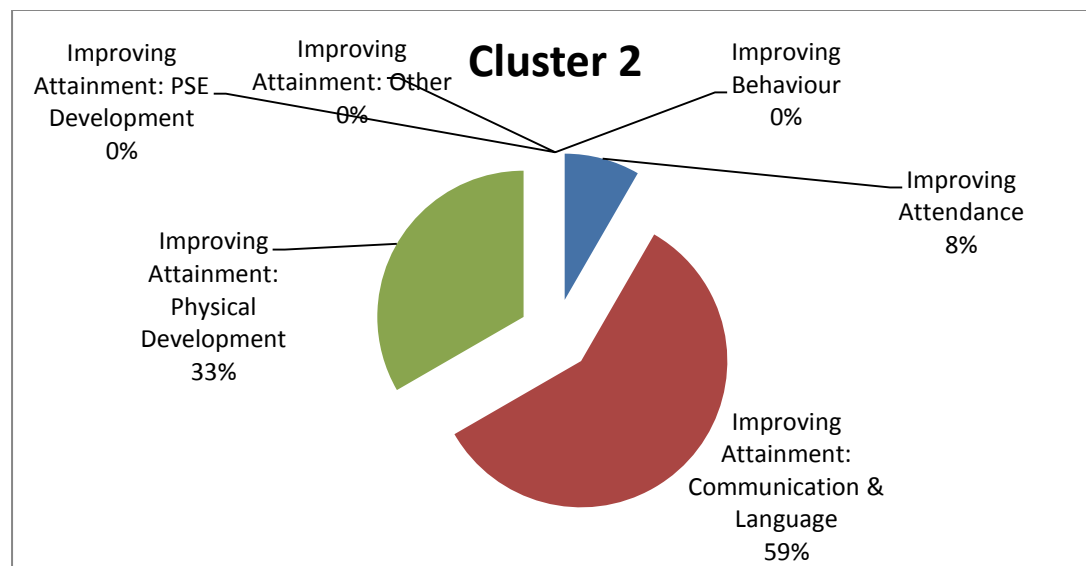
### Cluster 1

Transition, Write Dance, Language Through Listening group and one-to-one, Boogie Bodies.



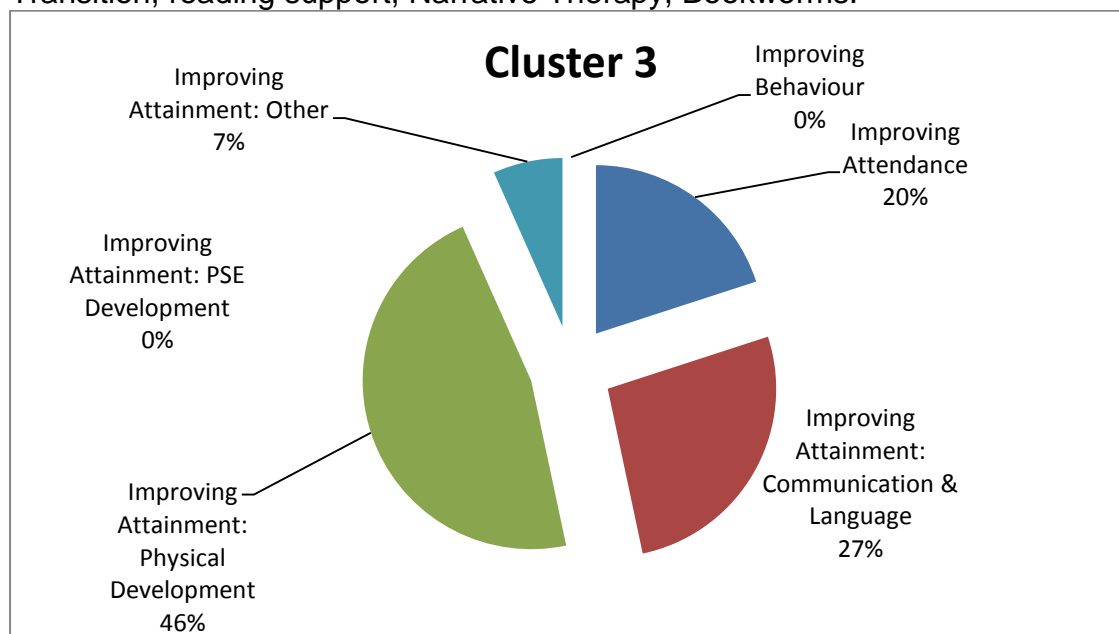
### Cluster 2

Fine motor skill development (specific request to support a child's development)  
Language Through Listening group work, Write Dance, Bookstart, One-to-one behaviour support, one-to-one Language Through Listening, Bookstart Corner.



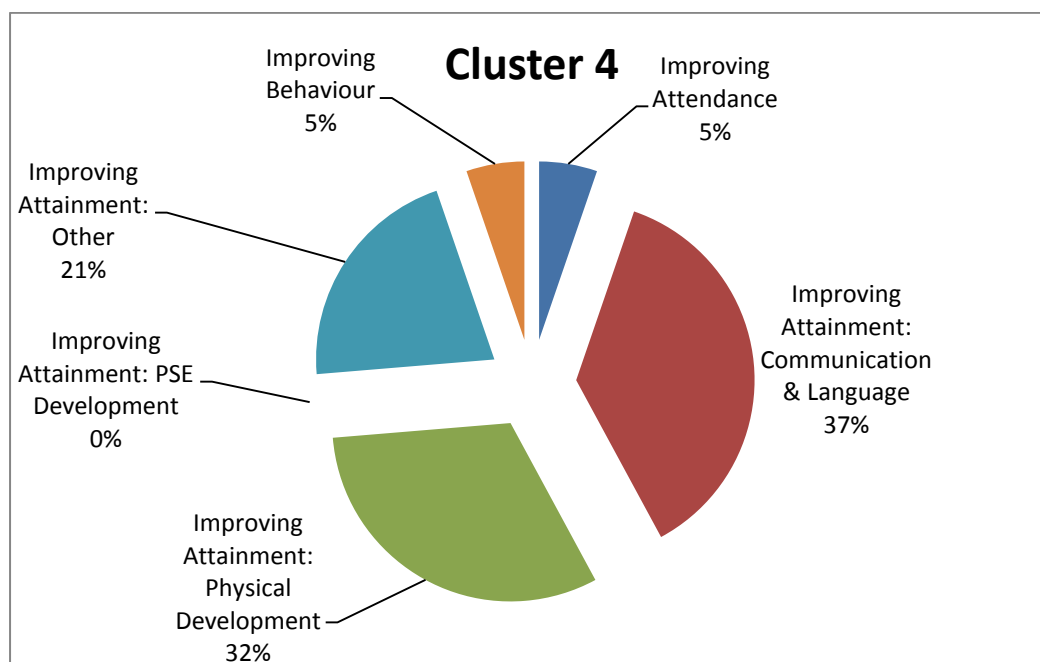
### Cluster 3

Write Dance, Language Through Listening, Melody Movers (physical development), Transition, reading support, Narrative Therapy, Bookworms.



### Cluster 4

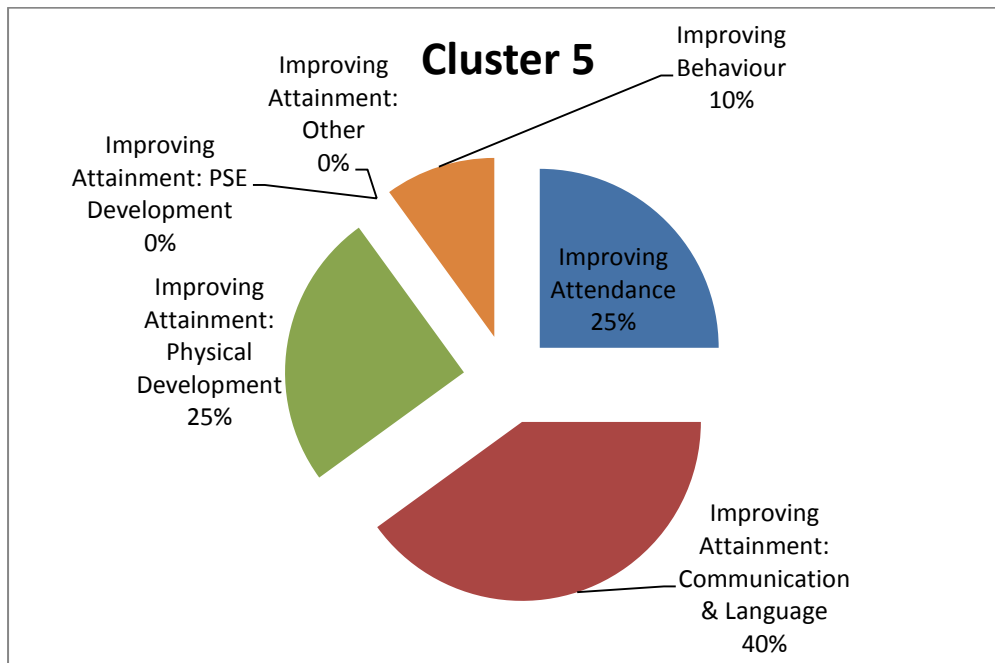
Write Dance, Melody Movers, Speech and Language Support, One-to-one parenting support, Signs of Safety mapping, Family Links Nurturing Programme (Parenting course), Transition, Language Through Listening, Bookworms, Support in class with behaviour, number work, Early pre-mark making, Support delivering lesson plans for child with an additional need, Personal Social Emotional support.





## Cluster 5

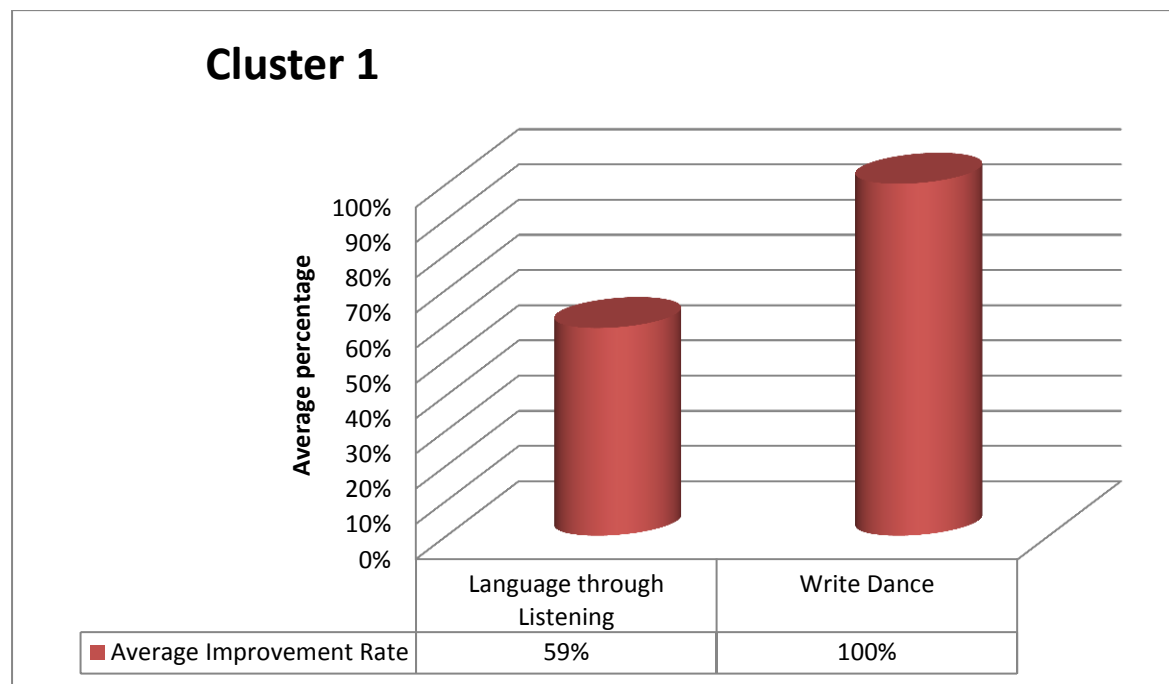
Write Dance, Language Through Listening, Support for Parents, Parenting Puzzle, Bookstart Corner, One-to-one behaviour support, Work with boys, Speech and language support, play & stimulation support, communication skills session.



## What Difference did it make?

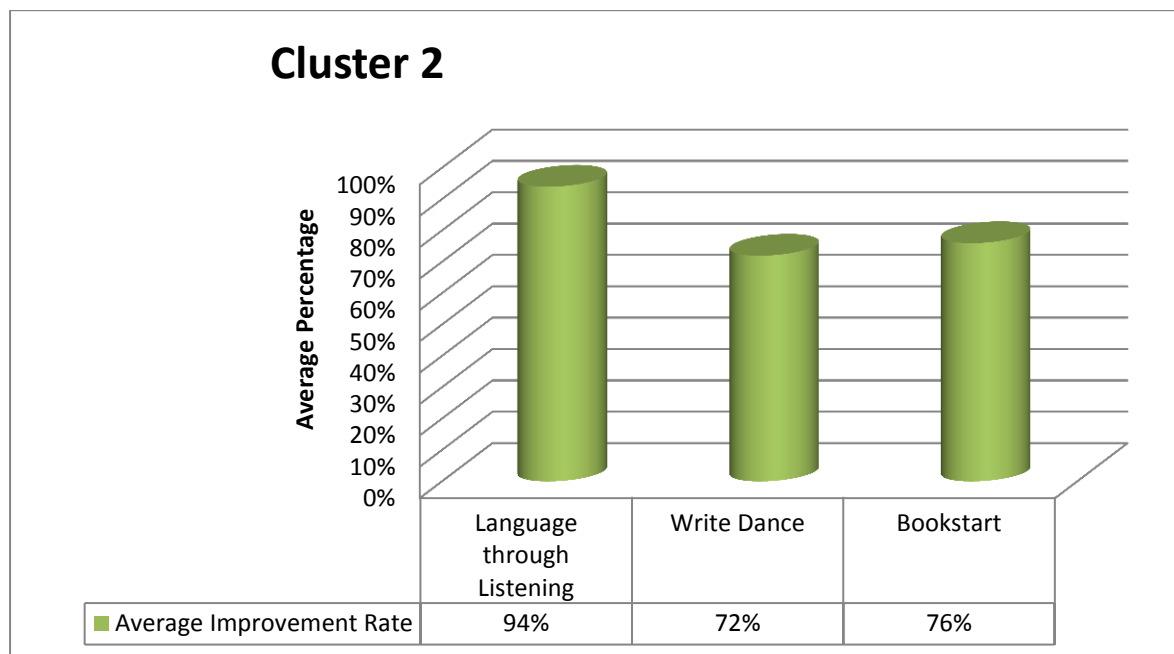
The following is based on data received from schools in the form of Foundation Stage Profile tracking.

### Cluster 1



- Transition 8 children (not measured as transition is based on children settling into the setting) – feedback from schools is positive and referrals have been received to continue this in schools.
- Language Through Listening 3 children - 3 improved
- Write Dance 22 children - 22 improved
- Transition 8 children
- Write Dance 21 children - all improved
- One-to-one Speech & Language 3 children - all 3 remained at the same level.
- Language Through Listening 26 children -13 improved, 12 remained at the same level, 1 left the school before work was completed.
- Language Through Listening 21 children - 18 improved, 3 remained at the same level.
- Write Dance 6 children - 6 children improved.
- Transition 4 children

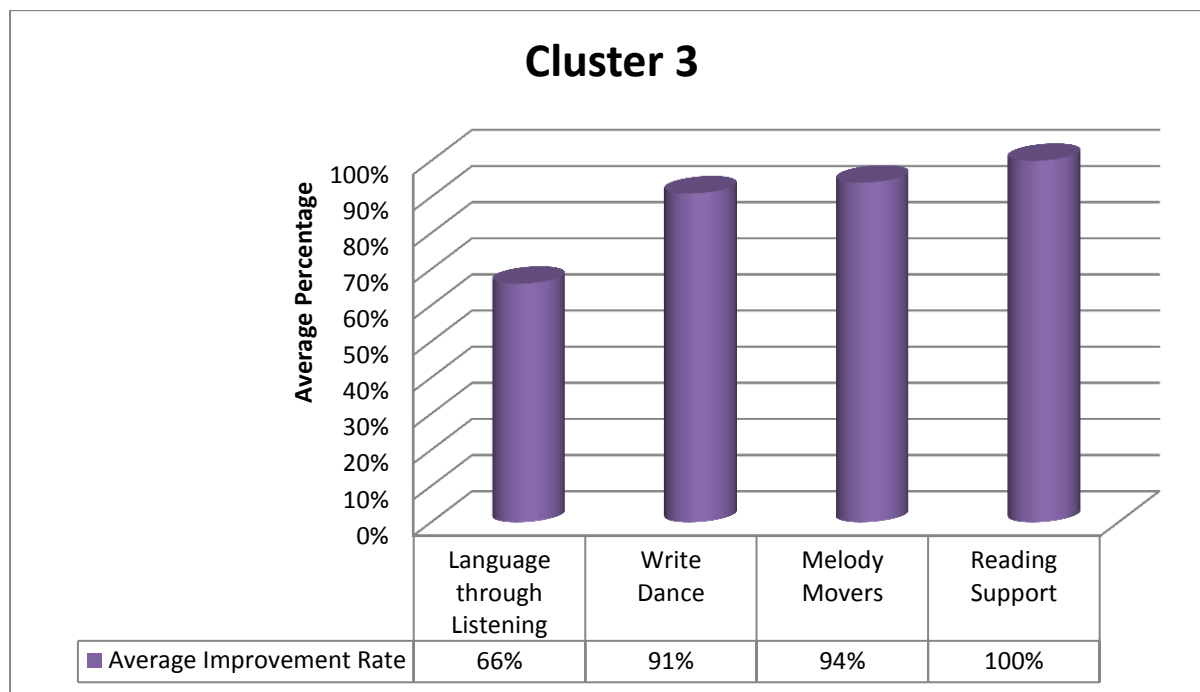
## Cluster 2



- Transition 6 children
- Language Through Listening 22 children - 19 improved, 3 remained at same level
- Write Dance 17 children - 16 improved 1 remained at the same level
- Fine Motor skills development 7 children - 5 improved, 2 remained at the same level
- Bookstart Corner 14 children - 12 improved, 2 remained at the same level
- Language Through Listening 12 children - 10 improved 2 remained at the same level.
- Language Through Listening 12 children - 12 improved
- Write Dance 10 children - 8 improved, 2 remained at the same level
- Write Dance 7 children - 3 improved, 4 remained at the same level
- Bookworms 7 children - 3 improved, 4 remained at the same level
- Language Through Listening one-to-one – child improved in all areas of C&L
- Bookworms 9 children – no data received from schools, however FHA saw an improvement in all children's confidence/development over the 4 weeks.
- Language through Listening 4 children – no data received from schools, however FHA saw an improvement in all children's confidence/development over the 4 weeks.

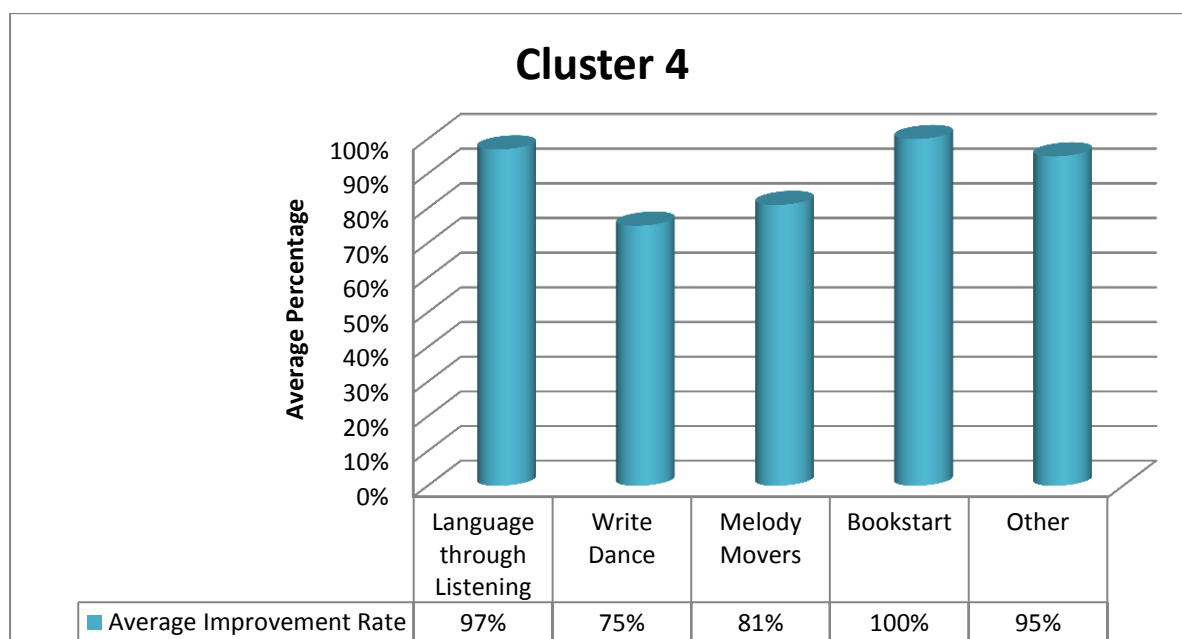


## Cluster 3



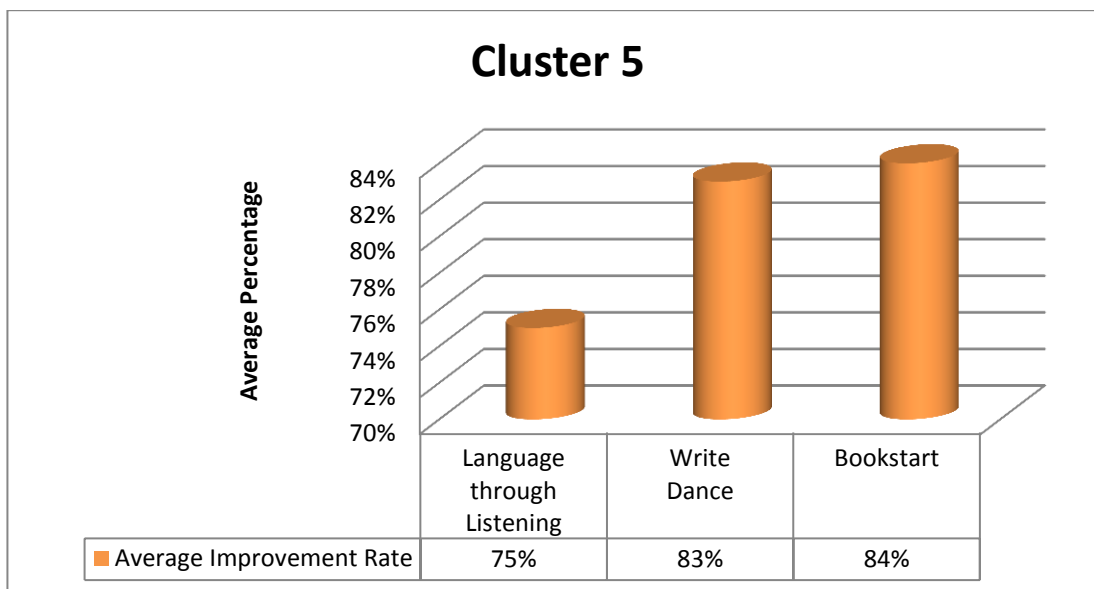
- Write Dance 37 children - all improved
- Language Through Listening 19 children - 8 improved, no data for remaining 11 children as school refused to share due to data protection
- Transition 104 children (not measured as transition is based on children settling into the setting)
- Melody Movers 32 children (physical development sessions) - 32 improved.
- Write Dance 13 children - 11 improved, 2 remained the same
- Language Through Listening 19 children - 15 improved 4 remained the same
- Transition 32 children
- Write Dance 37 children - all improved
- Language Through Listening 19 children - tracking received for 11 children all improved
- Melody Movers - tracking received for 13 children, all improved
- Reading support 6 children - all improved
- Transition 93 children
- Language Through Listening 26 children - 22 improved, 2 remained at the same level, 2 children had baseline data missing due to moving schools.
- Write Dance 36 children - 28 improved, 6 remained the same, 2 did not complete
- Melody Movers 6 children - 5 improved, 1 remained at the same level

## Cluster 4



- Write Dance 13 children - no children have yet reached a Good Level of Development (GLD)
- Melody Movers 37 children - 10 children did not reach a GLD, 24 children did improve, 3 children did not improve
- Speech and Language one-to-one work - child improved
- Behaviour Management one-to-one - child improved.
- Language Through Listening 12 children
- Bookworms 8 children
- Early Pre-Mark Making 12 children
- No tracking received for any of the above sessions
- Language Through Listening 7 children - all children improved
- Bookworms 8 children - all children improved
- Write Dance 13 children - school reported that no children reached GLD
- Melody Movers 37 children – 29 improved 8 remained at the same level.
- Bookworms 30 children – all improved
- Rhyme Time 15 children – all improved
- PSE 4 children all 4 children remained at the same level
- Early Mark Making 7 children - 6 children improved, data not sent for 1 child
- Transition 9 children
- EAL 6 children – all slightly improved
- Speech & Language support 3 children - baseline data was received but no tracking to show progress no data was received
- Write Dance 8 children - 6 improved, 2 remained at the same level
- Melody Movers 8 children - 8 children improved
- Language Through Listening 8 children - 7 improved and 1 remained at the same level

## Cluster 5



- Write Dance 16 children
- Language Through Listening 22 children data received for 7 children 4 improved 3 remained at the same level
- Bookstart Corner 23 children – no data shared
- 2 children receiving one-to-one behaviour support – no data shared
- Write Dance 26 children
- Language Through Listening 13 children
- Melody Movers 30 children
- Bookstart Corner 24 children – No data received for this quarter.
- Transition 30 children
- Language Through Listening 28 children – 22 children improved, 6 remained at the same level
- Write Dance 20 children -16 improved, 4 remained at the same level
- Bookworms 37 children – 28 improved 9 remained at the same level
- Write Dance 43 children 37 improved, 6 remained at the same level
- Language Through Listening 32 children - 28 children improved, 4 remained at the same level
- Bookworms 39 children - 36 improved, 3 remained at the same level
- Transition 30 children

It is not suggested that the activities provided by Family Hubs have made the full impact, more so, their intervention has been a contributory factor along with the variety of activities provided by the nursery and reception class.



## Number of children Receiving Support by School

Cluster	Name of school	Number of children receiving support Q1	Number of children receiving support Q2	Number of children receiving support Q3	Number of children receiving support Q4	Totals
1	Weelsby	3	14	3	8	28
1	St Mary's	8	0	0	4	12
1	Welholme	21	0	20	6	47
1	Strand	0	11	10	10	31
1	Edward Heneage	0	0	8	4	11
2	Allerton	14	49	10	11	84
2	Cannon Peter Hall	41	18	31	1	89
2	Coomb Briggs	0	2	0	0	2
2	Enfield	0	1	0	0	1
2	Eastfield	0	0	0	1	1
3	Macaulay	108	60	27	27	195
3	Yarborough	45	13	13	13	77
3	Willows	21	0	21	0	21
3	Greatcoates	11	14	13	0	38
	Littlecoates	0	0	27	27	54
4	Oasis Nunsthorpe	1	40	2	0	42
4	Lisle Marsden	23	0	23	0	46
4	Grange	17	12	17	0	46
4	Laceby Acres	1	0	1	0	2
4	Woodlands	58	0	0	21	79
4	Fairfield	0	3	0	0	3
4	Scartho	0	0	0	8	8
4	Western	13	0	10	0	23
5	Elliston	41	16	*	0	57
5	Reynolds	8	27	32	24	89
5	Queen Mary	34	46	47	16	143
5	Old Clee	0	16	17	22	53
5	St. Josephs	0	8	1	0	9
5	Middlethorpe	0	0	0	16	16
5	Bursar	0	0	0	*	0

\*Figures for these transition sessions were unavailable but the total for both sessions is 58 children

## **In Conclusion and to Consider**

In the future we need to measure how many children are reaching a Good Level of Development (GLD) as well as any improvements made towards a GLD. Children under the Child Development Centre or accessing an Education and Health Care Plan; that is children with a diagnosed additional need or disability, have not been highlighted in Year 1 data. This has now been addressed; we have a procedure in place to highlight these children and look at how appropriate the DSG intervention would be. This information will also highlight those children at most risk of not reaching a Good Level of Development, but who do still need the intervention. A suggestion would be for the schools to share the End of Foundation Stage Profile information with the DSG Team in order for us to measure this impact.

Schools need to share the data in a timely manner if we are to measure impact, we are still encountering schools who are unwilling to or fail to share baseline and progress tracking, and FSP data as they believe it would place them in breach of Data Protection. A protocol around sharing data is required between Family Hubs and all schools and academies in NELC to ensure data can be shared without fear of reprisal. A suggestion would be for a task and finish group to be set up to develop a protocol.

8 schools have not engaged with the project in Year 1 (April 1<sup>st</sup> 2015 – 31<sup>st</sup> March 2016). Some schools are still not requesting DSG support as follows; The Humberston Church of England Primary School, Humberston Cloverfields Academy, Healing Primary School, Waltham Leas Primary Academy, Ormiston South Parade Academy. Four of these schools fall into Cluster 2 (70% Least Deprived area), and one falls into Cluster 3 (30% Most Deprived area) of the Borough. The DSG team will be contacting these schools to promote the DSG offer, particularly Ormiston South Parade Academy which sits in an area of high disadvantage.

A Family Links Nurturing course was due to be delivered in Signhills school in September 2015. 2 sessions were delivered but take up was low. It was agreed mutually that the course was not viable to run. Parents referred onto the parenting programme will be offered a place within the broader family hub parenting programme offer in an effort to prevent low level parenting issues to escalate

Schools report that there is lack of take up of the Early Years Pupil Premium, it is felt that parents are not aware of this funding, eligibility and how to apply. The DSG team and all staff working in Family Hubs will promote EYPP to parents during key contacts and support to advise on the process and eligibility.

If all schools did engage we would need to consider allocating intervention on the basis of proportionate universalism to ensure the lowest achieving children across the Borough are prioritised.

Does the menu of activities support the needs of children/families? Feedback from school nursery and reception teachers is currently being sought and analysed to ensure that the offer is pertinent to the need. Evaluations collected as part of this project show that the support is valued and contributing towards improved outcomes in terms of GLD.

See Appendix 3 for Family Hub Advisor hours used, costings for Year 1 and projected costing for Year 2.

## Dedicated Schools Grant Funding Year 2

### April – June 2016

On 18<sup>th</sup> April 2016 a team of 11 dedicated Family Hub Advisors were realigned to provide a more focused offer; to deliver Dedicated Schools Grant funding intervention across all North East Lincolnshire schools and academies. The team consists of full and part time advisors with a range of skills, knowledge and experience in relation to child development and the EYFS. The aim of the DSG team is to strengthen the offer, and to continue to work well with local schools and academies to provide high quality, evidence-based provision to targeted children aged 3-5 years, with a view to narrow the gap between those who are achieving below expected levels of development and their peers.

By 9<sup>th</sup> May 2016 there was significant progress made in terms of engaging schools who previously did not engage or who haven't engaged in a long while: New Waltham Academy, Laceby Stanford Junior and Infant School, Eastfield Primary Academy, Coomb Briggs Primary School, Bursar Primary Academy, St. Peters CofE Primary School, Fairfield Academy, Thrunscoe Primary and Nursery Academy, Waltham Leas Academy – due September 2016, Scartho Nursery School, Laceby Acres Academy, Stallingborough Church of England Primary School, Great Coates Village Nursery School. These school and academies, alongside many others, are now accessing the DSG funding for their lowest achieving children in nursery and reception.

The DSG Team are currently supporting the completion of five Single Assessments in four different schools for children as a direct result of the DSG intervention and good partnerships with the nursery and reception teachers.

The DSG Offer Menu has been updated in relation to some identified need across the Borough; Fine Motor activity 'Happy Hands' added which 3 x schools have requested.

A feedback form has been developed to gather qualitative feedback from professionals within the school about the DSG intervention. This qualitative feedback will also include the voice of the children we are working with, comments and suggestions from parents, the first educators of their children, and comments made by Family Hub Advisors themselves. This will help to add substance to the evidence of impact we are hoping to gather.

We are planning 5 outdoor activities (one per Cluster) over the Summer break to offer Information, Advice and Guidance to parents and children on starting nursery and school. Fun activities and information leaflets will be available to families to include the importance of waiting, listening, washing hands, putting coats and shoes on/off, toileting, smooth separation from parents etc... We hope that the schools and nurseries will work closely with us so that we are able to personally invite as many new starters for September as possible to these activities.

We know that some children will regress in their development during the Summer break, therefore DSG Team Family Hub Advisors have been encouraged to work with schools to identify any children who may need some intervention over the Summer break, and put in referrals with consent from parents and children.

In a bid to get parents on board with their child's learning we have devised some information slips to be shared with parents about the intervention their child is being involved in. It is a chance for parents themselves to become involved in supporting their children's development in the home environment.

Qualitative Evidence of Impact Year 2 so far...  
Teacher feedback:

Melody Movers; May 2016 Rebecca Lake – St Mary's Catholic Primary Academy said 'The Year 1 pupils confidence improved visibly through each session as it progressed and reinforced how important it is to them to have good listening skills', 'across the board they all benefitted from the input and improved socially and learnt to improve their listening skills'.

Transition; April 2016 Jayne Day, Reynolds Academy said 'The new children have all now started and we do still have issues with separation from mums etc. Bookworms would probably work better without the parents present, maybe a slot where they have a story with a staff member from the Hub and then play for a while with the other children in nursery present. I feel this would be more of a transition.'

Transition: Teacher at Elliston Academy said, 'the children have really settled well, and it has really been beneficial for the new children who knew the lay out of the room before they started. School have found they have been able to build up positive relationships with the parents during the transition with the help from children centre was able to get some back ground information on each child so could have a clearly picture of the child. The parents have said how it helped them too , to meet the teachers and see the room were the children were going to be.'

Language through Listening at Oasis Academy Nunsthorpe: Elizabeth Davies said, 'One child in particular has become much more confident to talk at circle time. Another child has also developed in confidence. All of the children feel able to join in with songs and repetitive phrases n stories now.'

Melody Movers/Jump Around at St Peters: Larissa Wainman said, 'Children have developed in their gross motor skills; one boy is confident to climb the climbing frame now. Teamwork and cooperation have improved with having to share the parachute / elastic band. These activities provide new ideas for staff as well as supporting and extending children's learning.'

Write Dance: Teacher at Wybers Academy said, 'The teachers have seen a big difference in the children's pencil control and writing'.

Write Dance: Teacher at Welholme Academy said, 'The size and formation of Charlie's handwriting has really improved. He is showing more of a preference of a dominant hand, although he does swap hands on occasion when writing. He is using more detail within his pictures. Charlie's attention is very good. He displays comical attitude towards others.'

Write Dance; Teacher at Welholme Academy said, 'Brooklyn's concentration has really improved. She holds a pencil in a tripod grip, using it effectively to form recognisable letters. Brooklyn's letter orientation is showing is showing greater consistency'.

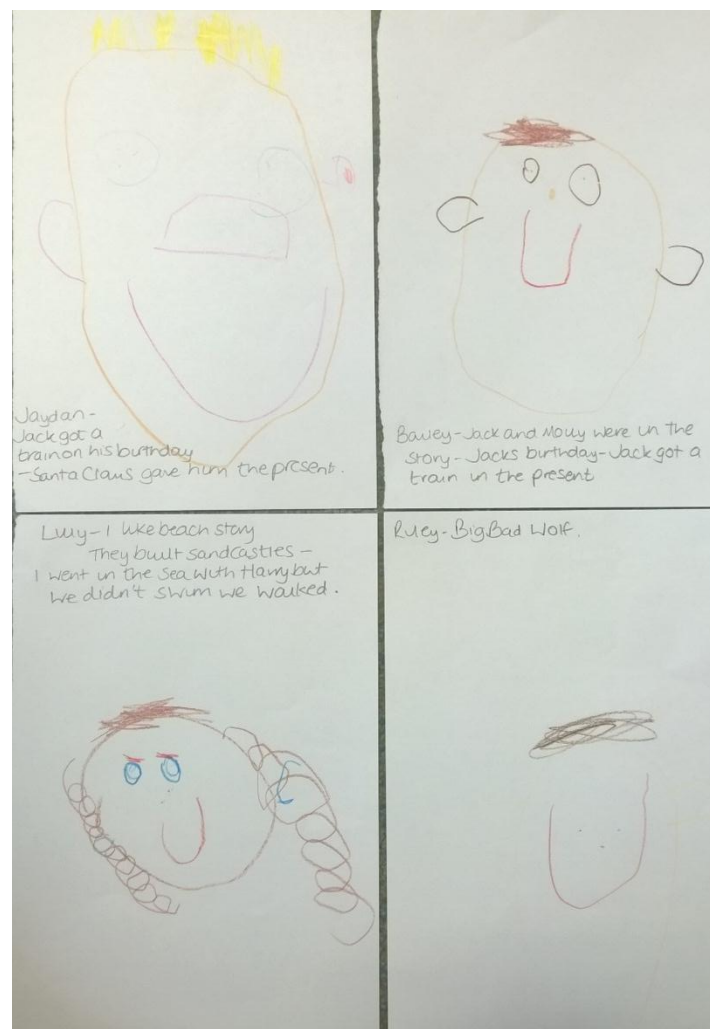


### Voice of the child:

Children from Yarborough Academy drawing about what they liked from Language through Listening...



Children from Welholme Academy have drawn a face about their feelings about parts of Write Dance...



## Appendix 1

### **Schools not referring in to the project at the end of the first year.**

#### **Cluster 2**

The Humberston Church of England Primary School, Humberston Cloverfields Academy, Healing Primary School, Waltham Leas Primary Academy, East Ravendale Church of England Primary School.

#### **Cluster 3**

Ormiston South Parade Academy

#### **Cluster 5**

Bursar Primary Academy, St.Peter's CofE Primary School

8 schools have not engaged with the project in Year 1.

## Appendix 2

### **Description of activities requested**

Transition – supporting children to move smoothly into the setting or transition from part time to full time. Supporting parents and children with the importance of waiting, listening, washing hands, putting coats and shoes on/off, toileting, smooth separation from parents etc...

Write Dance – A programme to develop gross and fine motor movements required to support mark making and writing skills. To physically improve writing skills and build muscle, dexterity and confidence.

<http://writedancetraining.com/> <https://uk.sagepub.com/en-gb/eur/write-dance/book233820>

Language Through Listening – Small group work or delivered through one-to-one support package to encourage speech, language and communication skills.

Practitioners were trained by Speech and Language Therapists to deliver this package of work.

Narrative Therapy – Small group work to encourage speech, language and communication skills; aimed at older children within 3-5 year remit.

Reference Black Sheep Press.

Boogie Bodies/ Melody Movers – A programme to encourage physical development, coordination, listening skills and confidence through movement to music, and other fun physical activities.

<http://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-children.aspx>  
<http://www.nhs.uk/change4life/Pages/be-more-active.aspx>

FLNP/Parenting Puzzle – A parenting programme (10 or 4 weeks) which builds on parenting skills whilst keeping the child in focus.

<https://familylinks.org.uk/the-nurturing-programme>

Bookstart/ Bookworms – A programme designed to promote early reading skills and a love of books, incorporating early language development.

<http://www.bookstart.org.uk/>

Specific “bespoke” activities to support an individual child – Fine motor skill development, reading support, pre-mark making, confidence building, number support, behaviour support, support for children with English as a second language, support around PSE.

Currently being piloted and to be available in the future “Play Matters”, a 6 week course for parents focusing on the value of play with their children.

[http://www.foundationyears.org.uk/files/2015/03/4Children\\_ParentsGuide\\_2015\\_WEB.pdf](http://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf)

### Appendix 3

#### **No. of Family Hub Advisor hours used**

	April – June '15	July – Sept '15	Oct – Dec '15	Jan - March '16
Cluster 1	80	150	39	39
Cluster 2	70	82	86	15
Cluster 3	149	97	124	57
Cluster 4	65	64	26	97
Cluster 5	53	69	108	62
Total hours per Quarter	417	462	383	270

Total number of hours across all Family Hubs for Year 1=1532 this equates to 41 FHA posts cumulative over Year 1; approximately 10 full time equivalent posts per quarter.

The formulae used to calculate hours:- each hour of delivery plus 1 hour planning per programme delivered.

#### **The cost of 11 Family Hub Advisors**

Salary	21,530	11	£236,830.00
On Costs	30%		£71,049.00
Total			£307,879.00
Total costs 2 years			£615,758.00

'On' costs such as travel, supervision, management and supervision and training are supported by the Family Hubs as 'value added'.

#### **Training**

Training and refresher training is available for our Family Hub Advisors to ensure skills are kept up to date e.g. Language Through Listening provided by the Speech & Language Service. Early Years Foundations Stage Training, Family Links Nurturing Programme refresher.

## **Dedicated Schools Grant Progress Report**

June 2016

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