



Dedicated Schools Grant Report

Family Hubs

June 2016

Dedicated Schools Grant Progress Report Key Findings for Year 1 (June 2016)

The programme focused on the following three outcomes for children aged 3-5 years: **Raising Attendance Levels, Raising Attainment and Improving Behaviour.**

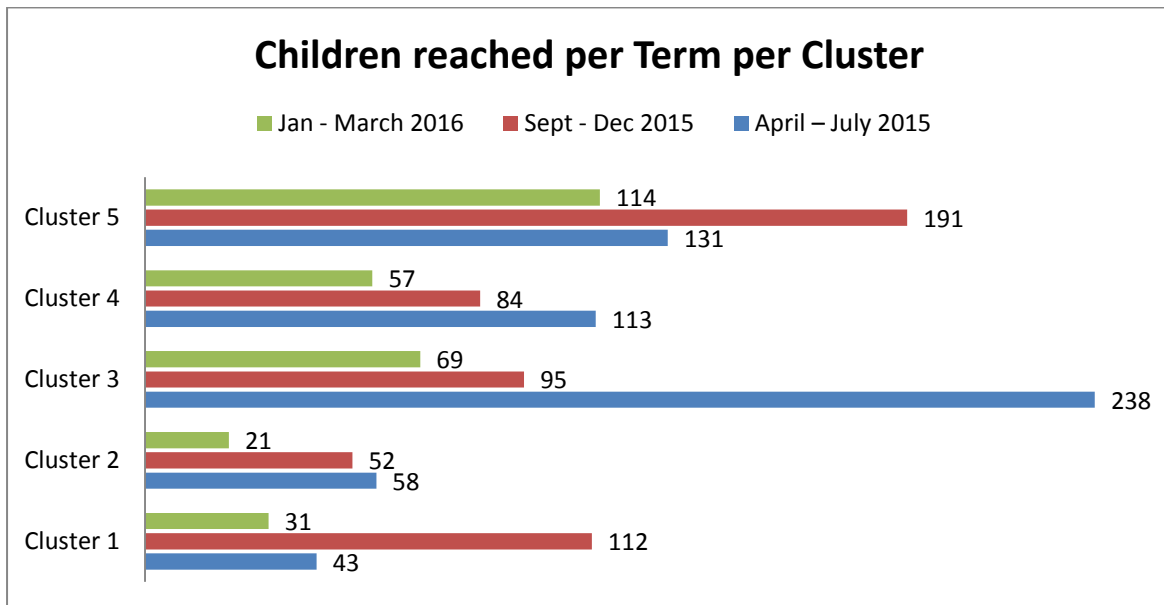
Attendance – The DSG team supported schools with transition through their support to early years staff with new intakes. Evidence tells us that children who are settled and “happy” in school are more likely to attend on a regular basis, therefore emphasis was placed on transition support within the ‘raising attendance levels’ offer. Parents are more likely to bring their children to school regularly if they observe their children to be settled in school. Children identified by schools to take part in a DSG activity generally had good attendance. All clusters received support with transition through group support and some with home visits.(see full progress report). **Next steps** as part of the DSG programme and having regard to a recent local serious case review recommendation, a task and finish group is to be established to develop a strategy to raise the awareness of consistent, regular attendance of non-statutory aged children with families identified at risk of poor attendance.

Raising Attainment – a large majority of children referred into the DSG programme either moved up an age bracket within their EYFS tracking (for example, 22-36 months to 30-50 months), or moved up a scaling within the age bracket (for example, from ‘beginning to developing’). Although the DSG programme wasn’t solely responsible for this progress, it clearly contributed to this improved outcome. Further family hub activity focuses on the 0-2 age range particularly promoting the role of parents as early educators. Tracking of those children who consistently attended family hub activities show they achieved a GLD across the early years foundation stage, in line with or above national average. **Next steps** there is a clear correlation between children failing to achieve a good level of development and who reside in areas of highest deprivation. Children residing in these lower super output areas will be identified by the DSG team and their school setting, to ensure those lowest 20% achieving children receive additional support.

Improving behaviour – Parenting is part of the “menu” available through the DSG funding. Schools have referred parents onto family hub evidence based parenting courses which are usually held within the family hubs. 1:1 parenting/behaviour support has also been delivered in cluster 4 and 5. **Next steps** quarterly reporting in year 2 will include impact on parenting confidence, reported improved family relationships and numbers of families remaining at early help and below who have completed parenting programmes.

How Much?

Intervention under the Dedicated School Grant Funding reached 1409 children in North East Lincolnshire between 01st April 2015 and 31st March 2016.



Cluster maps including schools can be found in the full analysis.

How Well?

We engaged schools into the programme through building on, and developing strong partnerships, with a shared view that children at most risk of failing to reach a Good Level of Development need some extra support.

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.

By the end of Year 1 (March 2016), 48 of the 56 schools (86%) had referred into the DSG programme. These can be found in the full analysis.

Impact

1409 children reached; on average a very large majority, (85%) of children either moved up an age bracket within their EYFS tracking (for example, 22-36 months to 30-50 months), or moved up a scaling within the age bracket (for example, from 'beginning to developing'). The 15% of children who haven't moved on in their development are likely to be children who have suspected or identified additional needs, such as communication and language delay. This is something we are tracking in Year 2's data.

A large majority (78%) of children involved in the Language through Listening 4-6 weeks programme (focused support to develop communication and language) improved towards their Early Learning Goals in Communication and Language.

A very large majority (84%) of children involved in Write Dance 6-9 week programme (focused on developing gross and fine motor movements required to support mark making and writing skills) improved towards their Early Learning Goals in Physical Development and Reading and Writing.

A very large majority (90%) of children involved in other 4-6 week programmes improved towards their Early Learning Goals in areas such as the 3 Prime Areas of the EYFS and Reading and Writing.

Other programmes include:

Melody Movers - to encourage physical development, coordination, listening skills and confidence through movement to music, and other fun physical activities.

Book Start - to promote early reading skills and a love of books, supporting early language development.

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 and support around PSE.

Early Years Foundation stage Results 3 Year Trend

Results show year on year improvement.

Early Years Foundation Stage			
	GLD 2013	GLD 2014	GLD 2015
Cluster 1	42.0%	50.9%	53.6%
Cluster 2	51.2%	67.2%	74.2%
Cluster 3	58.7%	56.0%	68.6%
Cluster 4	52.4%	61.9%	71.8%
Cluster 5	49.1%	52.4%	64.1%
NEL Total	51.0%	58.3%	66.8%
Yorkshire & Humber	50.0%	59.0%	64.6%
England	52.0%	60.0%	66.3%

Pupils achieving GLD by deprivation level of resident LSOA		
Cluster	30% Most Deprived	70% Least Deprived
Cluster 1	54%	
Cluster 2	49%	79%
Cluster 3	65%	76%
Cluster 4	66%	78%
Cluster 5	62%	67%
Grand Total	60%	76%

What Next?

At the start of Year 2 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 aim of the DSG team is to further 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 9th 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; we now have only 5 schools who have yet to refer into the programme.

The DSG Team will continue to support Schools with the completion of Single Assessments. This has been as a direct result of the DSG intervention and good partnerships with the nursery and reception teachers.

A task and finish group will be established to promote the attendance of non-statutory aged children with families identified at risk of poor school attendance.

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. This will continue over the coming months.

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 that is gathered.

We know that some children will regress in their development during the summer break, therefore DSG Team Family Hub Advisors will be offering 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 of which their child is involved. It is a chance for parents themselves to be engaged in supporting their children's development in the home environment.

Parents who access evidence based parenting programmes as a direct result of the DSG intervention will form part of the quarterly reporting to measure parenting confidence, reported improved family relationships and numbers of families remaining at early help and below.

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.

The project is currently funded until March 2017. Without this funding, the Council are unable sustain this team through its own resources. We would therefore request an extension for at least a further year, whilst year 2 progresses, so impact can be maintained and built upon.

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