



**Dedicated Schools Grant Report**

Family Hubs

January to July 2017

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**Dedicated Schools Grant Progress Report**

**September 2016 to December 2106**

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.

The project focuses on the following 3 outcomes.

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

**Progress to Date**

This report focuses on January to July 2017

**How Much**

**Trend for the number of children receiving support per cluster**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 1 | September - December 2015 | September - December 2016 | January to July 2017 | Percentage of the workload for January to July 2017 |
| Cluster 1 | 112 | 156 | 315 | 26.9 |
| Cluster 2 | 52 | 82 | 157 | 13.4 |
| Cluster 3 | 95 | 139 | 207 | 17.7 |
| Cluster 4 | 84 | 177 | 282 | 24.1 |
| Cluster 5 | 191 | 106 | 204 | 17.4 |
| Postcode not found | Not Known | 72 | 5 |  |
| Total Children | 534 | 732 | 1170 |  |

Table 1 indicates a significant 60% increase in the work undertaken by the DSG team from the last term (Sept to Dec 16 to Jan – July 17 term) Moreover since the beginning of the project we have seen a 120% rise in the work undertaken by the team. Table 1 shows that the highest levels of interventions needed have been identified by schools for those children living in Cluster 1, 27% of the total workload is seen within this area, followed by those that reside in Cluster 4 with 24% of the total workload, Cluster 3 sees 18% of the workload identified by schools.

Breakdown by Gender

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 2 | Female -January to July 2017 | Male - January to July 2017 | Total | Percentage Boy to Girls Identified for Support |
| Cluster 1 | 113 | 202 | 315 | 64 |
| Cluster 2 | 72 | 85 | 157 | 54 |
| Cluster 3 | 74 | 133 | 207 | 64 |
| Cluster 4 | 122 | 160 | 282 | 57 |
| Cluster 5 | 94 | 110 | 204 | 54 |
| Postcode not found | 2 | 3 | 5 | 60 |
| Total Children | 477 | 693 | 1170 | 59 |

Achievement levels for girls within the EYFS Profile is higher than that for boys, in 2015 and 2016, however the gap is closing, in 2015 the gap was 16% between the achievement levels for girls and boys in NEL and there was a 15% gap nationally. In 2016 this gap has reduced locally to 14% this is 1% lower that national where we see the gap being maintained at 15% (see table 2a).

Data within Table 2 highlights almost 60/40 split in identified support for boy/girls, this has remained very much the same since the beginning of the work for the DSG team. The highest referrals from schools for boys is seen within cluster 1 and overall both cluster 1 and 3 are seeing a higher proportion of their work targeted at boys (64%). cluster 4 sees the third highest split for identified work with boys at 57%.

Please note the Department for Education publishes data referring to single year format e.g. 2016 refers to data for the academic year 2015/16

**NORTH EAST LINCOLNSHIRE**

Table 2a Pupils in North East Lincolnshire achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics by gender and Local Authority (2015-2016)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Locality** | **Pupils achieving a good level of development** | | | | | |
| **2015** | | | **2016** | | |
| **Girls** | **Boys** | **All Pupils** | **Girls** | **Boys** | **All Pupils** |
| **North East Lincolnshire** | 75% | 59% | 67% | 78% | 64% | 71% |
| **Statistical Neighbours** | 72% | 55% | 63% | 75% | 58% | 67% |
| **Yorkshire and the Humber** | 73% | 57% | 65% | 75% | 60% | 67% |
| **England** | 74% | 59% | 66% | 77% | 62% | 69% |

Source: DfE, Statistical First Releases, <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

Age Breakdown

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 3 | Age 2 | Age 3 | Age 4 | Age 5 | Age 6 | Total |
| Cluster 1 | 3 | 155 | 131 | 26 |  | 315 |
| Cluster 2 | 3 | 76 | 60 | 18 |  | 157 |
| Cluster 3 |  | 66 | 111 | 30 |  | 207 |
| Cluster 4 |  | 131 | 116 | 35 |  | 282 |
| Cluster 5 | 1 | 147 | 39 | 15 | 2 | 204 |
| Postcode not found |  | 3 | 2 |  |  | 5 |
| Total Children | 7 | 578 | 459 | 124 | 2 | 1170 |

Table 3 depicts the age breakdown of children the team worked with over this term. Work undertaken for children aged 2 years will typically be transition. It also indicated that 50% of the work for the team is for those aged 3 and under.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 4 | Top 30% | Outside Top 30% | Not Known | Total |
| Cluster 1 | 315 | 0 |  | 315 |
| Cluster 2 | 35 | 122 |  | 157 |
| Cluster 3 | 146 | 61 |  | 207 |
| Cluster 4 | 164 | 118 |  | 282 |
| Cluster 5 | 167 | 37 |  | 204 |
| Postcode not found |  | 5 | 5 | 5 |
| Total Children | 827 | 343 | 5 | 1170 |

Table 4 shows a clear focus on the top 30% with 827 (71%) of work undertaken focused within these areas (of known postcodes). Further to this, an analysis by the top 20% most disadvantaged areas shows a greater targeted focus, this indicates that almost 60% of the workload is directed at those that live within these lower layer super output areas.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table  5 | Raising Attainment | Improving Behaviour | Increasing Attendance | Total |
| Cluster 1 | 301 |  | 14 | 315 |
| Cluster 2 | 157 |  |  | 157 |
| Cluster 3 | 204 |  | 3 | 207 |
| Cluster 4 | 274 | 3 | 5 | 282 |
| Cluster 5 | 177 |  | 27 | 204 |
| Postcode not found | 5 |  |  | 5 |
| Total Children | 1118 | 3 | 49 | 1170 |

Table 5 indicates that schools across NEL have unmistakably shown that targeted work under raising attainment has a clear focus at this early age with 1118 (96%) of the work required from the DSG team having this emphasis.

Table 6 shows a total of 1054 children have improved outcomes after work undertaken by the DSG team. This equates to improved outcomes for 90% of children the team engaged with.

A total of 48 children show no change after work has been undertaken within the term, most of these children will be under or waiting further assessment, either Speech and Language or Child Development Centre involvement.

12% of the full cohort the team engaged are from a BME background, the percentage of BME children attending schools in North East Lincolnshire stands at 6.7%, there has been a 1% rise over the past 3 years mainly due to the numbers of Eastern European migrants moving to the area which provides employment opportunities and cheap available housing.

**How Well**

How well do we focus our support?

96% of the targeted support lies within raising attainment.

4% of the targeted support lies within increasing attendance.

59% of the support received is targeted towards boys who we know are less likely to achieve compared to girls.

71% of work undertaken is focused on the top 30% most disadvantaged areas. (of known postcodes)

60% of work undertaken is focused on the top 20% most disadvantaged areas. (of known postcodes)

98% of the total work undertaken by the DSG has both a baseline and a progress measure. The other 2% have either left the school or were too early to track within the work undertaken.

Virtually 100% of schools engaged in referrals for support from the DSG team.

25% of referrals are from schools within Cluster 1 area.

25% of referrals are from schools within Cluster 4 area.

19% of referrals are from schools within Cluster 2 area.

19% of referrals are from schools within Cluster 5 area.

13% of referrals are from schools within Cluster 3 area.

100% of Family Hub Advisors Child Development who deliver the Dedicated Schools Grant Offer in schools are 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.

**Is Anyone Better Off**

In no way is it suggested that the activities provided by Family Hubs Advisors in school as a part of the DSG is responsible for 100% of the improvements made. More so, their intervention has been a contributory factor, along with the variety of learning and development activities provided by excellent teaching teams within nursery and reception classes.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Table 6 | Moved up a Scaling | Moved up an Age Bracket | No Change | Transition | Left the School | Too Early to Track | Total |
| Cluster 1 | 121 | 163 | 14 | 14 | 3 |  | 315 |
| Cluster 2 | 58 | 74 | 10 |  | 3 | 12 | 157 |
| Cluster 3 | 85 | 108 | 9 | 1 | 4 |  | 207 |
| Cluster 4 | 109 | 159 | 10 |  | 4 |  | 282 |
| Cluster 5 | 57 | 115 | 5 | 27 |  |  | 204 |
| Postcode not found | 2 | 3 |  |  |  |  | 5 |
| Total Children | 432 | 622 | 48 | 42 | 14 | 12 | 1170 |

Table 6 shows that 90% (1054/1170) show improved outcomes, these 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’).

95% of children in Cluster 4 showed improved outcomes.

93% of children in Cluster 3 showed improved outcomes.

90% of children in Cluster 1 showed improved outcomes. This cluster did have a large amount of children undergoing transition work which will have lowered the outcomes levels; if these are taken out of the calculations Cluster 1 would see 94% of their children with improved outcomes.

84% of children in Cluster 5 showed improved outcomes. This cluster did have the largest amount of children undergoing transition work which will have lowered the outcomes levels; if these are taken out of the calculations Cluster 5 would see 97% of their children with improved outcomes.

53% of all children tracked moved up an age bracket after working with the DSG team.

56% of children in Cluster 4 moved up an age bracket after working with the DSG team.

56% of children in Cluster 5 moved up an age bracket after working with the DSG team.

52% of children in Cluster 3 moved up an age bracket after working with the DSG team

52% of children in Cluster 1 moved up an age bracket after working with the DSG team

47% of children in Cluster 2 moved up an age bracket after working with the DSG team

36% of all children tracked moved up a scale after working with the DSG team.

4% 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.

All outcome figures show improvements from year 1.

100% of schools that fed back with a focus on the outcomes for the child said they would use the service again.

Schools highlighted a variety of areas that improved after the work from the DSG team, these include increased confidence, speech, listening and attention, social skills, participation, transition and one school highlights ‘R - initially struggled with fine motor. R - is now able to form letters and write his name

**Next Steps**

The LA are currently within the first phase of the 0-19 prevention and early help redesign, which will see the integration of a number of service areas (including the DSG team) within the LA, with a planned implementation date of early Autumn 2017.

The dedicated grant funding for this team ceases at the end of March 2018 and a phased plan to conclude the programme will be developed which will see a further focus on increased targeted work towards children and their families within the areas of greatest need.  This intervention will focus specifically on attachment and maternal sensitivity, social, emotional skills and behaviour and communication and language skills.

The LA are in an excellent position in the early years with our children achieving higher than the national average figures for pupils achieving a good level of development (see table 2a page 5). This promotes the need to refocus the targeted work offered by Family Hubs as part of the 0-19 early help redesign.

Recent research from The Centre for Research in Early Childhood CREC Early Years Literature Review outlines the extent and nature of the challenge to counter socio-economic disadvantage;

**key interventions and actions and recent evaluative evidence that has worked**

Programmes that provide support to parents during pregnancy and early childhood

Early health programmes for children from 0-5 years

Programmes that combine parent support and early education and care for children 0-2 years

Early education and care programmes for children 0-2 years

Early education programmes for children 3-4 years

These recommendations would form the focus of future delivery and funding bids.

We propose ongoing funding through the Dedicated Schools Grant of evidence based interventions with a focus on targeted prevention and early intervention work in the early years that will meet local need.

These interventions would be delivered in the child’s home or in Family Hubs by staff which will form a multi-disciplinary team as part of the 0-19 Prevention and Early Help redesign.

Interventions would need to be parent child focused and particularly in relation to attachment, behaviour and cognitive programmes aimed at communication and language development.

Examples of some of these evidence based interventions;

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>

The Triple P-Positive Parenting Programme - a manualised programme, led by trained professionals and has been shown to help parents better manage children’s behaviour.

<http://www.triplep.net/glo-en/home/>

Language Through Listening group work, programme promotes speech, language and communication skills.

The lowest number of requests by schools for support through this project have been for behaviour, however behaviour management forms a high percentage of referrals for children over 5 through Family Hubs. This indicates that this is an area for targeting and impacts significantly on children being excluded for fixed term periods or permanently.

Locally exclusion figures for pupils attending primary school for the period January 2015 to January 2016 stand at 193 pupils 1.32% for fixed period exclusions and 4 pupils 0.03% for permanent exclusions.

Secondary School figures are 1404 pupils 16.71% for fixed period exclusions and 52 pupils 0.62% for permanent exclusions.

A more targeted approach to addressing triggers and reasons for exclusions using a parent/child centred approach and specific interventions could significantly reduce the number of fixed term and permanent exclusions in the Borough and improve outcomes for children.

Identifying and offering targeted interventions to children who are assessed through the Healthy Child Programme as being delayed in communication and language including those Summer born children will attempt to close the gap in Foundation Stage Profile results. 45% of our work was also for summer born children – where typically there is a 5% gap across communication and language between those that achieve at FSP nationally and those summer born children.

Throughout the period April 2015 to June 2016 the DSG team worked with 1409 children.

Throughout the period September 2016 to July 2017 the DSG team worked with 1902 children. Total number of children worked with is 3311 over the 1½ year period.

The financial cost for staff for the project is £300k per year including on-costs. This does not include costs in terms of supervision and management, planning and equipment purchased for the delivery of the project.

**Funding proposals**

The Council is of the view that this programme is contributing real tangible results and fits totally with the 0-19 prevention and early help agenda which is a key plank of its overall area strategy.

However given the overall position on the central contingency, it is felt that the continued reliance on this fund does not aid longer term planning and does not link it to a funding source.

Consequently the Council is proposing to continue the service to be funded from a mix of the following sources:

- Utilisation of an element of the Early Years (EY) centrally retained funding that the Authority is now allowed to top slice from the EY allocation, and

- An element of the BAC’s income

- Council core funding

The rationale for the first is that the Authority believes an element of this service will be required to be on-going even when the medium / longer term results are realised while for the second, the expected results should hopefully lead to a reduction in exclusions at which point a resource review would be timely and necessary.

Precise figures for the split still need to be quantified but in respect of the BAC’s income this would not exceed £150k. Finalisation of the funding streams will occur as part of the Phase 2 0 – 19 Programme.

**Recommendation**

The report is provided for information only and no voting is required for this matter.

Appendix 1

|  |
| --- |
| What difference it has made to the child |
| Grown in confidence and marks have become increasingly easier |
| This intervention has helped T make good progress and reach ELG in both areas |
| R- is now listening well and more willing to share views in small groups |
| Much more able to write simple words independently. |
| Communication skills developed in small groups |
| Write dance has given J much more confidence to write letters. |
| Can now sit and listen for a short period of time and with support will join in and wait until their turn |
| Children have developed skills in turn taking, listening and playing in groups. Skills which are essential to enable children to learn. |
| More able to focus on listening to others, listening to simple instructions and listening to stories. |
| M - is more confident in session and stopped crying. |
| Overall progress in listening, attention, and coordination and gross motor skills |
| Improved separation anxiety from parents |
| Increased confidence. Good listening and attention skills |
| J - has grown in confidence and her English vocabulary is developing well. Engages in discussions and conversations. |
| All round physical skills developing well. Children benefited from Brain Gym, further challenged the children. |
| J - listening and communication has improved |
| J - has made great improvement with his physical skills and pre-writing skills |
| W - has improved his counting and number skills |
| O- has improved his speech skills |
| Transition sessions are essential to the setting as FHA have knowledge of families and have already built relationships with the children which helps settle them in more confidently |
| Barnados commented on improvement on development |

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>

**Dedicated Schools Grant Progress Report**

January to July 2017

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