



Annual Children's Centre Teacher Progress Report 2016-17

Decision to be taken by: Schools Forum

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Lead director: Caroline Tote

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Useful information

■ Ward(s) affected: All

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1. Purpose of the Report

1.1 The purpose of this report is to provide a progress update on the Children's Centre Teacher (CCT) activity over the 2016/17 academic year, and the contribution made to improving school readiness. To seek approval for the funding of Children Centre Teachers work from the Dedicated Schools Grant (DSG) for the period April 2018 – March 2019.

2. Background information

2.1 The Children, Young People and Family Centres employ a number of Children's Centre Teachers (CCTs) who have been in post since the introduction of Children's Centres spread geographically across the 6 cluster areas of the city.

2.2 In November 2016, the Schools Forum agreed to fund CCTs from the Early Years Block of the DSG for the period April 2017 – March 2018. The DSG currently funds 12 full time equivalent CCT posts plus 1 fte Lead Professional, at a cost of £761,500 per annum, including on costs attributed to meet the cost of national insurance and pension contributions.

2.3 Since a review of Early Help services in 2010, the CCTs have all been paid on teachers Upper Pay Scale (UPS). All receive an additional Teaching and Learning Responsibility (TLR) 2b in recognition of the extra responsibility for support and guidance they provide for external providers of nursery education. The lead professional role is paid on the Leadership scale.

2.4 One of the Lead Professionals resigned at the end of the summer term 2016 and as a result two CCT's took over the vacant half time leadership post. The three Lead Professionals have performance managed the CCT's over the year with a consultant employed via REED Services undertaking performance management of the three Lead Professionals'. Day to day management for the three is provided by a service manager in Early Help Targeted Services.

3. Children Centre Teacher Role

3.1 The function of the CCTs is increasingly that of identification of and support for the most vulnerable learners age 0-3 in Leicester City, prior to them entering school. This support is provided directly to the children as well as to their parents/carers and early years practitioners, where appropriate. CCT's work primarily includes co delivery with Health to provide input into the antenatal programme "Bumps to Babies", home visits, group work in the centres and other locations in a cluster area, support to early years providers and school transition/getting ready for school groups.

3.2 Such identification and support contributes to the work outlined in Leicester's 0 to 5 Strategy 2016 – 2019, Strategic Aim 2, "To support the development and improve the educational achievement of all young children, including narrowing the gap between the lowest achievers and the rest at Foundation Stage".

3.3 Within the council's Early Help Targeted Services, Children's Centres and Family Support have become more focused on working with the most vulnerable families; those who require additional support but do not meet the threshold for statutory social care. The Early Help Service uses quantitative data from a range of internal systems and service user identification to populate a priority list of children and families. Typical of factors used to identify vulnerability are for example, teenage parents, and Troubled Families. Identification of priority and vulnerable children has increased due to improved cluster data; closer working with health teams delivering the healthy child programme; annual conversations with 2 year FEEE providers; and the citywide "Parents as Partners" (PAP) programme.

3.4 CCTs are able to reach out to families where there are potential indicators of developmental need, at the very earliest opportunity. They are well placed to assess, monitor and put strategies and provision in place to help support and reduce the need. They are able to track children's progress prior to entering school, as well as record where they reached later on, at Foundation Stage Profile.

3.5 The criteria for the identification of target children and families for 2016/17 was:

- a. Children of siblings in the lowest 20% at EYFSP
- b. Two year olds eligible for but not accessing Funded Early Education Entitlement (FEEE)
- c. Looked After children
- d. Troubled Families (those meeting 2 or more of the following:
 - Children not attending school
 - Offending or Anti-Social Behaviour
 - Adults out of work, NEET Young People or Risk of Financial Exclusion
 - Health Concerns
 - Domestic Violence
 - A child in need of help)

4. Children’s Centre Teacher activity Academic Year 2016-17

4.1 Direct Support to children and parents

Parents as Partners (PAP) – Refer to Appendix One for outline of the PAP programme .

- a. As a result of the PAP pilot in 2015, a decision was taken, supported by the Schools Forum, to implement the PAP work across the city but focusing on targeted families only. A citywide protocol for PAP visits to targeted families was introduced in summer term 2016, outlining visits by CCTs at key points in a child’s development: 10 weeks, 10 months and 18 months, and 30 months+ for children eligible for but not attending a FEEE place. These visits are designed to take place at key points when health are not commissioned to visit, following evidence from the south cluster that it was often during these gaps in contact with professionals that individual needs began to emerge. The programme was devised by a multi-agency working group including health and speech and language therapy.
- b. This model has shown that it is necessary for CCTs to reach out to the most vulnerable learners from the earliest stages possible, to affect the capacity of parents as well as the development of the children directly. These are families who are not accessing the CYP&FC services themselves and as such may not be seen until the child reaches nursery or school. Intervening early can be seen as akin to the PEPs for LAC, identifying and preventing issues from escalating. This is therefore, a cost effective model of intervention. Parent’s impact statements are sought at each visit and represent the value they see in the service.

Parent Impact Statements (95 completed- Spring 17 term)

	Yes I now know more about this	My knowledge is still the same
I now understand more about how to support my child’s learning	95/95 (100%)	0
I now understand I am my child’s most important teacher	77/95 (81%)	18
I now understand which opportunities and activities to provide to help my child learn and develop	93/95 (98%)	2
I now understand that my child may be eligible for two year Funded Early Education and I know how to claim it	90/95 (95%)	5

- c. In one sample term (Spring 17) the CCT team carried out 95 individual home visits across the city to 95 children who are deemed to be vulnerable to poor outcomes.

PAP Home visits

	Number of visits made to families	Number of tracking assessments done (Age appropriate/ Not)	Number of families now accessing universal services.	Number of referrals made and to whom.	Number identified for home teaching.	Number of children accessing 2 yr FEEE following visit	Number of families who found the visit useful.
10 weeks	4	NA	2	1 x Homestart and prison charity, 1 x Health	NA	NA	4 (100%)
9-10 months	9	9 (9/0)	3	2 x Health, 1 x Homestart	0	NA	9 (100%)
18 months	27	27 (24/3)	8	1 x Homestart and Prison charity 1 x SALT	1	NA	27 (100%)
30 months	45	45 (31/14)	5	3 x SALT, 8 x Health.	3	20 children accessed places	45 (100%)
Other	9	9 (6/3)	2	1 x SALT, 1 x PT, 2 x Health	1	4 (3 or 4 yr FEEE)	9 (100%)
TOTAL	95	95 (70/25)	20		5	24	95 (100%)

- d. Closer monitoring of the children who are not developmentally age appropriate has shown significant progress made by the children who had CCT home teaching or other agency referral. It is well documented globally that vulnerable children benefit significantly from attending a good quality pre-school (Tickell, 2011) and as a direct result of these visits in one term 24 children vulnerable to poor outcomes are now attending pre-school.
- e. Case Study example:
(Mother): "I have found working with you to be informative...in fact I wish there were teachers like you when I was at school. I never really thought about babies learning before, more that you learn when you start school. Do you remember when I said W sits in her bumbo seat for hours watching TV? I never knew that she needed to be on the floor developing her crawling and moving skills so I just thought she was a good baby. You didn't tell me off though! You gave me a treasure basket full of bits instead and showed me how to use it. She loved it! And she is still a good baby!"
 (For further case study examples see Appendix Two)
- f. Leicester's 0-5 strategy states that, "The impact of the early home-learning environment on outcomes at age five has an effect over and above factors such as socio-economic status, maternal education and family income. The things that parents and carers do with children at home, such as talking to, reading to, and playing with them, are key predictors of future development and readiness for school.

- g. Based on the research of Feinstein (2007) (who found that an early years intervention aimed at the home learning environment shows promise for children’s learning and development providing a vehicle to encourage play, conversation and aspiration) and Siraj-Blatchford (2010) (who took this concept further identifying seven activities that most significantly impact on educational outcomes and are all associated with higher intellectual and social/behavioural scores) we compiled a handout and scoring index to use at home visits (refer to Appendix Three). Sample scoring with 4 case study families was positive and this additional will be utilised citywide from September 2017.

EHLEI	Start score at first visit (%)	End score after several visits (%)
Family 1	29	74
Family 2	26	63
Family 3	34	86
Family 4	29	80
Average score	29.5%	76%

4.2 Early Years Personal Education Plans (PEP)

- a. One of the groups most vulnerable to not achieving their outcomes are children that the Local Authority “Looks After” (LAC). CCTs assess the needs of this group (pre-school), complete their individual PEPs, give advice and support to foster and kinship carers, parents and early years practitioners. The completion of PEPs for all LAC is recognised as high importance by Ofsted and part of Leicester City Council’s Ofsted improvement plan.
- b. This work is one of the CCTs priorities, with a total of 27 new PEPs written and 71 reviewed up to the end of the Spring term, 16/17, resulting in progress being closely monitored, next steps identified and advice given regarding learning and development, speech and language, behaviour, routines, dummies, toileting.
- c. Whilst there are complications in tracking this group of children at EYFSP (due to changes in name, address, county and status resulting from adoption) progress tracking during their involvement with CCTs shows positive outcomes for the duration of CCT involvement. For example, in one cluster, all children have made progress in their learning and development according to their PEPs. Information regarding boy’s learning has been taken on board by carers. Support for carers has been given in order to have the child’s voice recognised in regard to frequency and conduct of contact visits. The contact has been reviewed by senior Social workers following documentation provided regarding child’s mental health and well-being. CCTs are also supporting LAC children with transition arrangements in the summer term

4.3 PEEP Groups (Parents Early Education Programme)

CCTs have continued to deliver, or oversee the quality of PEEP group delivery.

- a. Messages about all areas of learning and development start from baby groups upwards, being role modelled with children as well as discussed with parents/carers. This early intervention based on building parents’ capacity, skills and knowledge as well as children’s development (mainly across prime areas) is unique to the Children Centres and led by the CCT team.
- b. Attendees come from 3 distinct groups: those on the PCL who are targeted using data as being potentially vulnerable to poor outcomes; those families identified by the multiagency team as already underachieving or experiencing difficulties; a small cohort of universal families are also included in the groups, often self-referred. This is because the PEEP principles are based on developing links with peers and the community and these universal families can provide good role models for the group.

PEEP groups for age range	No. of children attended 2016/7	No. of children on PCL list
0-12 months	297	14
12-24 months	198	63
24 months+	195	64
Total	690	141

- c. Evaluations and assessments made during these groups demonstrated a significant impact on parents understanding of learning and children’s levels of development (see Appendix Four) for detailed impact data. E-start (management information system) tracking shows us that 191 children who were of an age to complete their Foundation Stage profile in June 2016 attended PEEP groups (DOB: 01/09/2010 – 31/08/2011) .
- d. Department for Education define children as having “reached a Good Level of Development (GLD) at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.”

Level of attainment	Percentage of CCT cohort	Leicester percentage
GLD	35%	61%
All Prime areas	46%	72%
Bottom 20%	7%	20%

- a. The above compares the percentage EYFSP attainment for children whose parents/carers have accessed intervention provided by the CCT’s with percentages for the City as a whole. This tells us that as the work of the CCT’s becomes more focused to target those children most likely to underachieve at EYFSP, we have been able to prevent a large majority of those children from falling in the bottom 20%; This can be further evidenced by narrowing of the attainment gap from 41.7% in 2015 to 38.9% in 2016

4.4 Bumps to Babies

- a. “Bumps to Babies” is the city’s ante-natal programme based on the Department of Health, “Preparation for birth and beyond”. The programme is a universal service run jointly by Early Help – Targeted Services, Health and Midwifery. The programme was relaunched in September 2016 following a revision of the programme undertaken principally by two of the CCT’s and a senior Child Learning Facilitator. Changes were overseen by a multi-disciplinary working group who updated the information and adjusted the programme based on current health advice and user feedback.
- b. A key theme running throughout the programme; how parents can support and promote their child’s learning. This includes messages about how the brain develops; physical development including the importance and effects of tummy time and the positive benefits of using books and rhymes from an early stage.
- c. During the period October 1st 2016 when the revised programme was implemented to April 30th 2017: 33 groups were run attended by 276 prospective mothers, 175 fathers and 12 birth partners.
- d. A city wide collection of participants’ evaluation surveys from week 1 – “Becoming a parent”: showed 64% of prospective parents and partners stated they had increased knowledge and understanding of topics covered following attendance at the session.

Prospective parents reported: *they would no longer be purchasing baby walkers and/or bumpo seats. Some parents thought that brain development was a fascinating part of the session and had not realised that as parents they will be helping their babies brains grow.*

Week 4 – “Baby care”; the city wide collection of participants’ evaluation surveys showed a 67% increase in perspective parents’ knowledge and understanding of topics covered during the session.

Comments included: *Just a massive thank you for the time you put into these sessions; they were priceless and I want to let you know you are really helping people; Can't thank you enough for the help and support; You're an asset to the community.*

4.5 Support to Early Years Settings and Schools

- a. As stated by the Department for Education in the statutory guidance for Local Authorities (Early Education and Childcare) March 2016, "Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children."
- b. In order to support the development of good early years education provision across the city, CCTs work in conjunction with the Early Years Quality Improvement Team (EYQIpT), to promote effective teaching and learning. The CCTs also contribute to the compliance process for Funded Early Education Entitlement (FEEE), making visits to settings in order to assess the providers' progress against actions in their post Ofsted improvement plan.
- c. There are 125 childminders and 153 preschool settings in Leicester City. The EYQIpT team has four part-time officers whose role includes; support settings and/or childminders to draw up an action plan following an Inadequate or Requires Improvement judgement, pre-registration and inspection support and liaison with Ofsted. Capacity of this team is therefore limited and dictates that the CCTs contribution to improving quality is vital to improve aspects of teaching and learning, particularly for the most vulnerable learners.
- d. Children's Centre Teachers are also committed to visit each setting in the city taking funded 2 years olds at least once a year to offer support around the cohort tracking of children and identifying areas of strength and development in the settings practice. Up to the end of the spring term 2016/17 CCTs have made 134 such visits to preschool providers in the city.
- e. Focus for the support continues to be that of enabling practitioners to develop the quality of their provision specifically the teaching and learning. The nature of the support remains varied, helping practitioners to implement aspects of the EYFS on a day to day basis. Support has included e.g. advice about observation, planning, learning journeys, enabling environments both indoors and outdoors, self-reflection, transition, boys' learning, physical development, creative projects, home visiting; use of assessment document: What to Expect When; Behaviour management strategies, pre and post Ofsted action planning.
- f. Feedback from this area of CCT work is hugely positive, with many sampled impact statements showing that advice given has been successfully embedded in improved practice. Impact statements:
 - *She helped me gather new ideas and strategies to improve our practice*
 - *The teacher helped us alter our environment and we have observed increased engagement and positive progress made following the changes*
 - *We were given strategies on how to meet all individual needs. We have been able to improve our practice and the quality of our childcare*
 - *I knew the teaching and learning in the preschool room wasn't right, but I didn't know what to do about it. We could never have got a Good Ofsted without your support*
- g. Over the last academic year, 15 providers who had an Ofsted inspection received an improved rating. All moving from Inadequate or Requires Improvement to Good. CCTs have had significant input with 8 of these settings; 6 inadequate to good; 2 requires improvement to good. CCTs also worked with 1 other setting whose first inspection was good and 1 setting whose first inspection was Outstanding.
- h. The percentage of Good and Outstanding settings in Leicester has increased and has an upward 3 year trend. The data below shows that Leicester has an overall higher percentage of Good and Outstanding settings than both the statistical neighbours (SN) and the East Midlands as a whole. It still has a lower percentage than England, but in Leicester percentages are improving while England has plateaued since

2015. This demonstrates the impact the CCT's are having in working closely with EYQIPt to support settings improvement. Ongoing financial pressures within educational improvement means that the CCT team should prioritise this work stream moving forward.

%age Good & Outstanding settings	2014	2015	2016
Blackburn with Darwen	85.20%	81.00%	82.90%
Birmingham	73.50%	79.20%	79.70%
Coventry	80.80%	84.50%	84.80%
Sandwell	64.40%	73.50%	82.30%
Walsall	88.50%	88.50%	74.10%
Wolverhampton	63.20%	76.40%	73.10%
Hillingdon	81.80%	90.30%	75.60%
Hounslow	74.30%	88.30%	77.90%
Slough	71.40%	77.40%	56.10%
Southampton	87.40%	88.20%	82.50%
SN Average	77.10%	76.40%	76.90%
East Midlands	82.90%	85.30%	81.70%
Leicester	72.40%	79.20%	83.10%
England	83.30%	86.40%	86%

4.6 Boys Learning (refer to Appendix Five for evaluation of Boy's Learning workshop from one cluster)

- a. Following analysis of EYFSP data two years ago, CCTs noted an anomaly in boys' learning in the west cluster. It was in fact improving, with a decrease in the gap between boys and girls. This was attributed to a focussed project on boys' learning which was undertaken previously in the old south-west neighbourhood, affecting the 2015 FSP cohort.
- b. It was therefore decided to widen this to a citywide focus, to perpetuate this change in provision and reduction in the achievement gap. In February 2016 a national speaker, Gary Wilson, delivered a half-day conference to 65 registrants, including 18 LCC schools, 37 early years settings and 1 childminder. 97% of attendees said the conference had improved their learning and would lead them to do something differently in future to further support boys learning.
- c. As part of a cascade model, the next step was then for CCTs and practitioners to deliver a similar workshop for parents in settings. This academic year, the CCTs have also developed a one hour workshop to deliver to practitioners in schools and settings in order to raise awareness of some of the differences between how boys and girls develop and learn in the early years. Messages delivered in the workshops are focussed around:
 - How boys develop genetically and physiologically and the impact this has on learning
 - How society's treatment and expectations of boys impacts on their learning
 - Exploring strategies to develop provision for boys.
- d. In the Autumn and Spring terms 2016 – 17, 11 workshops were delivered, reaching five schools, six settings, and 101 parents, carers and practitioners, across four clusters. Feedback included the following comments:
 - I will encourage more physical play, reduce screen time, be more aware of the language used towards boys in comparison to girls, reduce negative language e.g. Boys don't cry and slogans on clothing.
 - I'm glad I came along and it opened my eyes to research I didn't know before (FI teacher)
 - I think this would be beneficial for the other teachers in the school not just EYFS (EYFS co-ordinates)

- Less screen time and more stimulating activities!

- e. 100% of participants in the workshops reported a greater understanding of how boy's brains development might influence their behaviour.

4.7 Transition Support

- a. This academic year our Transition support has focused on establishing a city wide network of transition events, focused on bringing schools and settings together to develop a shared understanding of transition and pass on specific information about children moving from one setting to another.
- b. Through several task group meetings we invited the Special Needs Teaching service and the Educational Psychologists to attend the meetings alongside the providers. The Educational Psychologists also agreed to deliver a brief presentation around attachment and how it relates to transition and emotional wellbeing. This was decided as a topic following discussions with Foundation stage staff in school who were concerned about the emotional wellbeing of their children.
- c. So far this academic year 3 transition events have been held across the city, which included 74 people from 27 schools and 24 settings. Feedback was very positive with 35% of practitioners making new links with schools and settings they did not previously know. (See detailed evaluation in Appendix Six)
- d. Following on from the transition events CCT's are offering to deliver 'Getting ready for school' workshops to parents in settings, whose children will be moving into part-time and full-time school in September. This will happen in the second half of the summer term.

4.8 Early Years Forums

- a. Eighteen Early Years Forums were facilitated across the year, with schools, settings and childminders attending. Topics were again varied and based on cluster need as well as citywide agenda. Local data analysis, transition, sharing good practice and school readiness are key themes where the mixed attendance is of great value.
- b. These events give key opportunities for practitioners to set up visits, share information and further enhance information provided in continuity forms. Feedback from schools and settings include:
 - *"I have learnt a lot from attending these meetings and we value them highly. Its helped to build relationships with the settings our children are coming from and to see what goes on there. There is outstanding practice I have seen and ideas we have taken back to our school. This is what we need, to all work together to achieve the best outcomes for our children."* (F2 teacher)
 - *"As a result of the LCC data showing poor attainment in Reading and Writing scores at FSP we used the meetings to share good practice with settings about how they can help prepare the children for school. As a team we worked with several school based teachers on a Early Phonics task group which resulted in an event attended by 120 practitioners (38 settings, 13 schools and one childminder) promoting phonological awareness and good practice."*

4.9 Two Year FEEE Annual Conversations

- a. CCTs visited providers of 2 year FEEE to discuss children's development and the provision available. The CCTs were able to offer advice and support to further develop the learning of the children not yet reaching age appropriate levels of development, including strategies, room organisation and resources, referrals to agencies e.g. Speech and Language Therapy.
- b. For example, in one cluster, 102 children were discussed across various settings.
 - 57% of children were working at age appropriate levels in Communication and Language
 - 61% of children were working at age appropriate levels in Personal, Social and Emotional

- 65% of children were working at age appropriate levels in Physical Development

e. As a result of this the data the cluster CCT's:

- Facilitated a Tiny Spark 10 week music play project focused on the prime areas (14 two year olds 14 three year olds)
- Led bespoke CPD session (50 practitioners- this includes those who are based at other nurseries in the group)
- Agreed with the manager/owner to look at developing independent learning skills.
- Discussed the way small group work could be better supported using fun time
- Gave information to staff about developing the displays of children's work to show the learning that is taking place.
- Provided setting support visits in order to reinstate 2 year FEEE
- Identified 6 children for discussion: CCT and nursery manager agreed programme of specific areas of focus for small group activity within fun time programme.

f. This work immediately identifies the children in the cohort who are the vulnerable learners, giving the settings direct access to the CCT for advice and support. Analysis of EYFSP data citywide led to a particular focus on Communication and Language. This had shown as a "red flag" on the citywide data and CCTs looked at possible actions to take citywide to address these areas of concern (Phonological Awareness task group and event attended by 120 practitioners).

5. Cluster Based Specific Delivery and Partnership Work.

a. There have been a variety of additional activities in clusters, organised according to need, staff expertise and opportunity, often in partnership with local schools, settings or other agencies. These include:

- Creative projects in conjunction with Spark Arts
- Delivery of Forest School sessions
- Contributing to the 0-2 pathway group
- Planning and delivery of a citywide early phonics event: "Playful Sounds"
- Contributing to the Quality Improvement Partnership (QIP)
- Supporting settings across the city with moderation of EYFSP for individual children

b. Creative Projects (see Appendix Seven Tiny Sparks overview)

- Two clusters are delivering creative projects in partnership with Spark Arts in the summer term 2017. These will be reported on in full at the end of the term.
- In one cluster, the project involves delivering music sessions to two and three year olds with a creative practitioner, in order to give children opportunities to access musical experiences, with the aim of supporting learning and school readiness in the Prime Areas and Creativity. The sessions take place in local preschool settings. So far, sixty three children have attended across three settings. Sessions are evaluated using Johnson and Wintgens Stages of Confident Speaking (2001), and Leuven scales for Wellbeing and Involvement, and good progress has already been made.
- In another cluster, sessions are being delivered via a PEEP music play group for two year olds, also delivered within local preschool settings, and delivered by a creative practitioner. Targeted summer born children starting a local school's F1 in September 2017 have been invited. CCTs worked in partnership with F1 teachers in order to identify families known to school who would benefit from additional transition support. Forty eight children have attended sessions so far. Early evaluations demonstrate that children who are new to the group are quick to build the confidence needed to take part in music play activity.
- Of 10 families completing evaluation documentation so far, 100% of families responded - YES to ALL statements: I have a better understanding of how music play helps children to learn, has your child

learnt anything new? Have you learnt anything new?

- v. CPD is also being delivered to setting staff as part of these projects, and practitioner resource packs will be developed as the projects continue.

c. Forest Schools

- i. Forest School sessions have been delivered in partnership with a local school in Central cluster with consistently low EYFSP scores. The sessions target children in F1 who have the lowest baseline scores, and aim to prevent them from appearing in the bottom 20% of FSP scores the following year
- ii. 13 children attended sessions during the autumn and spring terms. All of them showed better than expected progress in the Prime Areas whilst attending the sessions. The children will be tracked until FSP to see whether they appear in the bottom 20%.
- iii. The school has commented that Forest School is now an integral part of their early years curriculum, and are looking at ways of developing the approach further through the school. They have also given the following feedback:
 - o *“We have found that children who have attended Forest school have benefitted greatly from the experience. Children in F1 have demonstrated accelerated progress in all areas of the curriculum but particularly in PD, PSE and speaking skills. This progress continues into F2 and many of these children have attained a Good Level of Development despite starting school significantly below expected levels.”*
 - o *“As well as the long term impact on children’s attainment, we witness the impact on a weekly basis; children return from Forest school more confident, ready to speak about their experiences and eager to learn more. The impact is particularly noticeable in children who have struggled to adapt to the routines of the classroom, particularly boys and children with no pre-school experience.”*
 - o *“Forest school has also been beneficial in helping us to build relationships with parents, particularly those who are otherwise hard to reach. It has also allows parents to see education in action outside of the classroom and enables them to see how they can help their children learn in a fun, accessible way, that involves the whole family.”*
 - o *“Shy children come out of their shells. Children who rarely talk in school start asking questions.”*
- d. Wild Tots Forest School group has been running in the East Cluster targeting summer born children starting two local school’s F1 in September 2017. CCTs worked in partnership with F1 teachers in order to identify families known to school that may benefit from additional transition support. 18 children are attending the group, which is ongoing until the end of the summer term 2017. Children have started verbalising and have already demonstrated increased levels of confidence and concentration, such as listening more attentively at group time. This group will be reported in full at the end of the Summer term 2017.

e. Playful Sounds phonics event

- i. In January 2017, a citywide phonics task group was formed, made up of 5 CCTs and 3 early years’ school teachers. This was following attendance of KTC Phonics training by some of the teachers, who were then asked to design and implement a strategy to improve the quality of phase one phonics provision across city settings.
- ii. Priorities for the task group were agreed as:
 - o Develop links between schools and settings to promote good practice in early phonics.
 - o Deliver messages to parents around importance of speaking and listening skills and provide strategies to support these in the home.
 - o Support settings in delivering high quality speaking and listening activities.

- iii. A citywide event, 'Playful Sounds', was held on 29th March 2017. All city primary schools and preschool settings were invited. The event was attended by 120 Early Years practitioners; 38 settings, 13 schools and one childminder.
- iv. The evaluations reported high levels of satisfaction with the event;
 - o 100% found the event useful.
 - o 100% gained ideas to share with colleagues.
 - o 85% now have a better understanding of Early Phonics. (15% stayed the same).
 - o 100% learned something new on the day
 - o 93 % valued the chance to meet with other practitioners.(7% stayed the same)
 - o 93% reported being very satisfied on a scale 1-10 (scored 8+)
 - o 7% were satisfied (scored 7 out of 10)
- v. The task group is continuing to meet in order to implement next steps identified following evaluation of the event:
 - o CCTs from each cluster to visit settings who were not able to attend the event to give out goody bags.
 - o Put together an electronic resource pack to send to settings.
 - o Put together an Early Phonics board to get initial interest for upcoming workshops.
 - o Meet as a group next term to discuss other possible next steps e.g. Phonics workshops from September.
- f. Quality Improvement Partnership
 - i. The Quality Improvement Partnership meets regularly to organise and coordinate the support of PVI settings across Leicester City. All teams involved with supporting settings have a representative at the meetings including Children's Centre Teachers, Early Years Support Team, Early Years Quality improvement team and the Sufficiency and Sustainability team.
 - ii. The meetings ensure that all settings are offered the right support at the right time and support is coordinated to ensure there is no duplication of work. The QIP group also manages the quality compliance process, when a setting needs to be supported and monitored following a less than good Ofsted judgement.
- g. Early Years Foundation Stage Profile moderation
 - i. Children's Centre Teachers supported settings who have 5 year olds to attend EYFS Profile training. 47 children in total were identified initially across 24 city settings. 5 children are attending Pindar Nursery. 8 have left the setting. 34 children have been identified as needing their profile completing while attending a setting in 2017.
 - ii. Children's Centre Teachers then visited 17 settings to have conversations with staff around the development of each child, and supported them to make summative judgements and complete the EYFS Profile accurately. These supportive conversations enabled setting staff to demonstrate how well they know their children and the curriculum, and what evidence they have gathered to demonstrate the child's journey. CCTs were then able to build a picture of the provision and environment that is being provided for these school age children, and draw out the knowledge and practice of the setting staff and any common themes or areas for development.

6. Conclusion

- a. CCTs continue to be uniquely placed in the community to provide early identification, intervention and tracking of vulnerable children. This report has shown the variety of interventions currently offered, alongside examples of impacts on the learning and development of children as well as the skills and confidence of parents
- b. This earlier identification and intervention is being made possible due to
 - Improved cluster data (target groups)
 - Improved CCT systems for tracking and analysis of children's progress
 - Closer working agreements with the health teams delivering the healthy child programme/discussions around children at health stage Universal Plus and Partnership Plus
- c. Annual conversations with 2 year FEEE providers who can alert CCTs to children not progressing as expected and receive advice and support
- d. Parents as Partners (PAP) programme
 - i. "An independent review has placed the average economic benefits of early education programmes for low-income 3 and 4-year-olds at close to two and a half times the initial investment: these benefits take the form of improved educational attainment, reduced crime and fewer instances of child abuse and neglect. Within this overall figure, there is substantial variation, and reviews of individual early education programmes have noted benefit-to-cost ratios as high as 17:1." Allen, G.
 - ii. Whilst there has been progress made with the children CCTs have either directly supported or through supporting providers and schools, the pace has not been as quick as we envisaged. However last year, we saw a 9% increase in numeracy and literacy levels at the early year's stage, compared to the year preceding and a 5% increase in prime area levels. We anticipate that Leicester will continue to show an improved EYFSP trajectory and that CCT work can be attributed to the progress of these children and the increase in skills and confidence of their parents.

For information on the future priorities for CCT's please see (Appendix Eight).

7. Proposed Option

- a. Taking into account learning from this academic year and future changes to funding, CCTs have become more focused; delivering more intensive support to targeted and vulnerable learners who are not otherwise accessing or engaged in universal provision, with the intended outcome of improved school readiness. Refer to Appendix Ten: Children Centre Teacher Future Priorities for more detail.
- b. The future of the Early Years Block of the DSG is subject to consultation which has not yet commenced, however the assumption is that centralised expenditure from this block may be stopped or severely limited. Currently the CCT work is funded until end of March 2018. It is proposed that Schools Forum consider:
 - i. In the event that centralised Early Year's Block can still be used to fund Children Centre Teachers; Schools Forum agree in principle to continue funding teachers in 2018/19, or
 - ii. Where Early Year's Block can no longer be used, Schools Forum consider as part of their review of de-delegated services whether there is any appetite for schools to continue funding the children's centre teachers collectively and to what extent. Current funding is a maximum of £761,500k for the CCT's.
- c. If the decision is to not continue funding for 2018-19, the Schools Forum is asked to consider extending

the current allocation to August 2018 to enable the CCTs to complete the work across the full academic year. This equates to a maximum of £340k which includes the quality improvement work with pre-school settings.

- d. In the event that no future funding is agreed the Children Centre Teachers services will cease from April 2018 or September 2018 depending on the option approved.

8. Recommendations

- 8.1 Schools Forum note the content of this report and direct any comments and/or observations to the Head of Service: Early Help Targeted Services.
- 8.2 Schools Forum approve the continuation of funding the cost of the CCTs from the Early Year's Block of the DSG for 2018/19.
- 8.3 That Schools Forum consider and report back to the LA the extent to which schools may be willing to fund the teachers on a collective basis where the new early year's funding regime does not allow centralised expenditure.
- 8.4 In the event that funding is not agreed for 2018-19, Schools Forum considers funding the work until August 2018 to enable the CCTs to complete the work across the full academic year. This equates to a maximum of £340k which includes the quality improvement work with pre-school settings.

9. Details of Scrutiny

Previous reports of this subject were taken to Children, Young People and Schools Scrutiny Commission, see dates below:

None

10. Financial, legal and other implications

a. Financial implications

The cost of the children centre teachers is paid for from allowable central expenditure from the Early Years block of the DSG. This has to be approved on an annual basis by Schools Forum.
Martin Judson, Head of Finance

13.2 Legal implications

It is noted that the recommendation of the report is that Schools Forum approves the continuation of funding the cost of the CCTs from the Early Year's Block of the DSG for 2018/19 or alternatively, if funding is not agreed for 2018-19, Schools Forum considers funding the work until August 2018.

In the event that the funding is not approved for either of these recommendations the CCTs may be at risk of redundancy. The Council's redundancy policy should be followed to minimise the risk of breaching employment rights which could result in successful Employment Tribunal claims against the Council.

It is recommended that further employment legal advice is sought should the funding not be approved as recommended.

Julia Slipper, Principal Lawyer (Education & Employment). Tel 0116 454 6855

13.3 Climate Change and Carbon Reduction implications

There are no significant climate change implications arising from this report.
Duncan Bell, Senior Environmental Consultant. Ext. 37 2249.

13.4 Equalities Implications

Equalities comments

The Equality Act 2010 expects us to show due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations. Our public sector duty expects us to demonstrate how we do this and included within this is how we undertake decisions, what information we are informed by and what impacts we have taken into consideration to address needs now and in the future.

CCTs are uniquely placed in the community to provide early identification, intervention and tracking of vulnerable children. It is important that the service understands and monitors the progress and improvement of vulnerable children and young people over the academic year by protected characteristics.

To demonstrate that we are meeting our public sector equality duties and general equality duties information must demonstrate that we are routinely collecting, monitoring and analysing the outcomes for different groups. In particular we should expect to see information on protected characters, as a minimum race, disability, sex i.e. boys/girls, however, it is likely children's centres collect data on religion and belief also.

Surinder Singh

Equalities Officer Tel 37 4148

13.5 Other Implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

Equal Opportunities		
Policy		
Sustainable and Environmental		
Crime and Disorder		
Human Rights Act		
Elderly/People on Low Income		
Corporate Parenting		
Health Inequalities Impact		

Background information and other papers:

References:

Leicester's 0 to 5 Strategy 2016 – 2019

Department for Education Statutory guidance for Local Authorities (Early Education and Childcare) March 2016

Guidance about Effective Interventions to Support Parents, Their Infants and Children in the Early Years
Scott, E. and Woodman, K. 2014

Early Intervention: The Next Steps: Graham Allen MP January 2011

Fernstein, L. 2007 *Reducing Inequalities: Realising the Talents of All* London: National Children's Bureau

Siraj-Blatchford, I. 2010 Learning in the home and at school: how working class children succeed 'against the odds' *British Educational Research Journal* 36 (3) pgs 463-482

Tickell, C. 2011 *The Early Years: Foundations for life, health and learning* Runcorn: Department for Education.

Summary of appendices:

Appendix One: Outline of PAP programme

Appendix Two: PAP case study data

Appendix Three: Early Home Learning Environment Index Template

Appendix Four: PEEP outcomes

Appendix Five: Evaluation of Boys Learning workshop (North Cluster)

Appendix Six: Evaluation of Transition Events

Appendix Seven: Tiny Sparks Overview

Appendix Eight: Children Centre Teacher Future Priorities

22. Is this a private report (If so, please indicated the reasons and state why it is not in the public interest to be dealt with publicly)?

23. Is this a "key decision"?

N

Appendix One: Outline of PAP programme

Parents as Partners (PAP)

An outreach programme for the most vulnerable children

Aims (Leicester's 0-5 Strategy 2016-19)	<ul style="list-style-type: none"> - To improve children's lives by working in partnership to raise aspirations and build achievement, and protect the most vulnerable. - To reduce long term poor outcomes and the related impact on society by providing access to high quality early help and early learning opportunities. - To ensure that children are 'school-ready' in line with expectations for starting school based nursery in the year they turn 4. - To 'narrow the gap' between the lowest 20% in the Early Years Foundation Stage Profile and the rest.
Key Messages	<ul style="list-style-type: none"> - Learning starts from birth. - Parents are the primary and most influential educators. - Children are natural born mimics.
Target Audience	<ul style="list-style-type: none"> - Children on the Priority Children's List who are not accessing other services including health. - Referrals from other agencies.
Visit Preparation	<ul style="list-style-type: none"> - Review the lone working policy

	<ul style="list-style-type: none"> - Check Estart/ Liquid Logic/ with HV to see if child already engaged.
Visit One: Introductory Visit at 10 weeks old	<ul style="list-style-type: none"> - Relationship building - Check the baby is registered and complete registration if not. - Introduce CYPF services and give timetable. - Health- weaning visit/ clinic to follow. Advise weaning guideline age is 6 months. - Attachment- Solihull. - Identify any needs- signpost/ refer.
Visit Two: Assessment Visit at 8-9 months old.	<ul style="list-style-type: none"> - Assess and record development (see scripts) using What to Expect When. - Introduce 2 yr FEEE information. - Introduce Boys learning information if relevant. - Health- oral hygiene (register with dentist, regular brushing). - Identify any needs- signpost/ refer.
Visit Three: Assessment Visit at 18 months old (PILOT VISIT SUMMER TERM 2016)	<ul style="list-style-type: none"> - Assess and record development (see scripts) using What to Expect When. - Communication Strategies. - Behaviour guidance. - Discuss 2 yr FEEE requirements. - Discuss Boys learning information if relevant. - Health- oral hygiene (register with dentist, regular brushing). - Identify any needs- signpost/ refer.

Potential extra visits: Assessment Visits if not accessing 2 and/ or 3 Yr FEEE	<ul style="list-style-type: none"> Assess and record development (see scripts) using What to Expect When. Social Interaction opportunities Communication Strategies. Behaviour guidance. Discuss 3 yr FEEE requirements. Discuss Boys learning information if relevant. Health- oral hygiene (register with dentist, regular brushing). Identify any needs- signpost/ refer.
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Appendix Two: PAP case studies.

The following quotes were taken from three case studies of families who had taken part in the 'Parents as Partners' intervention.

J. Smith (Mother): "I am so glad to have the opportunity to talk to you and to say how much I have valued this. When I first met you I thought you were another one coming to criticize my parenting or tell me what to do. Over the past two years you have helped E so much but you have helped me even more. I can't even explain it properly but as well as teaching me so much about her and how to help her do her best (I mean look at her now, she is so clever and doing so much!) you have been there to boost my confidence and to prompt me to get things done that have helped her so much. E has just started her 2 year funded place and I would have never considered it without your support. And she loves it! Really, really loves it. She is literally changing in front of my eyes and I know how I can help her at home too, it's all so simple when it's explained to you."

J. Jones (Mother): "I was at my lowest point when you came out to meet K. Things were so tough that I couldn't prioritise the kids and their needs. I wasn't in the right frame of mind to ask for help or to go to a children's centre but I could cope with it in my house. When I look back now all we did was chat about him and what he was doing and what he would be doing next. I loved the sheets you left telling me all about the different kinds of learning he was doing. It showed me what he would be doing next and also how I could help him with that. But that refocused me on him and his brothers and the fact that I had to give them all the opportunities I can. Some of it was so simple like talking about our day and taking them to the park. Oh and

reading with them! I know you said everyday if possible but I never manage that. But I do read to them at least every other day and I also get the oldest to read to the others when I can't.

H Nixon (Father): "When we met you I thought this idea was barmy – teachers for babies! Can I say now though that I was wrong? Really you were a teacher for us weren't you? It's been good to learn about L and I know he has benefitted from us knowing more about how to help him. I try and take him to different places now as often as I can and try to see the world through his eyes. I always remember what you said about using simple language and naming objects over and over again. I also cuddle him and am more affection with him as I know that makes him feel good about himself and will help him grow into a confident boy. It's making me quite emotional thinking about all this really."

The four case study families were assessed using the Early Home Learning Environment Index (see Appendix three) with average start scores of 29.5% and average end scores of 76%. This represents a 40.5% average increase in the early home learning environment for these case study children.

When answering the impact statement questions the 4 case study families:

- 4/4 said they now understand more about how to support their child's learning.
- 4/4 said they now understand they were their child's most important teacher.
- 4/4 said they now understand which opportunities and activities to provide to help their child learn and develop.
- 4/4 said they now understand that their child may be eligible for free childcare and know how to claim it.

Appendix Three: Early Home Learning Environment Index template

EHLEI (Melhuish et al 2001).	Never	1/week	2/week	3/week	4/week	5/week	6/week	7/week
Score out of 7	0	1	2	3	4	5	6	7
Sharing books-reading and oral								
Singing nursery rhymes								
Painting/ drawing/ craft/ messy play								
Visits- library, park, stay and play, friends								
Conversations at shared mealtimes								
Games with numbers								
Teaching numbers and letters (in a real world sense)								

For 9 month/ 18 month visits use the first 5 criteria.

For 2 ½ yr + visits use all 7 criteria.

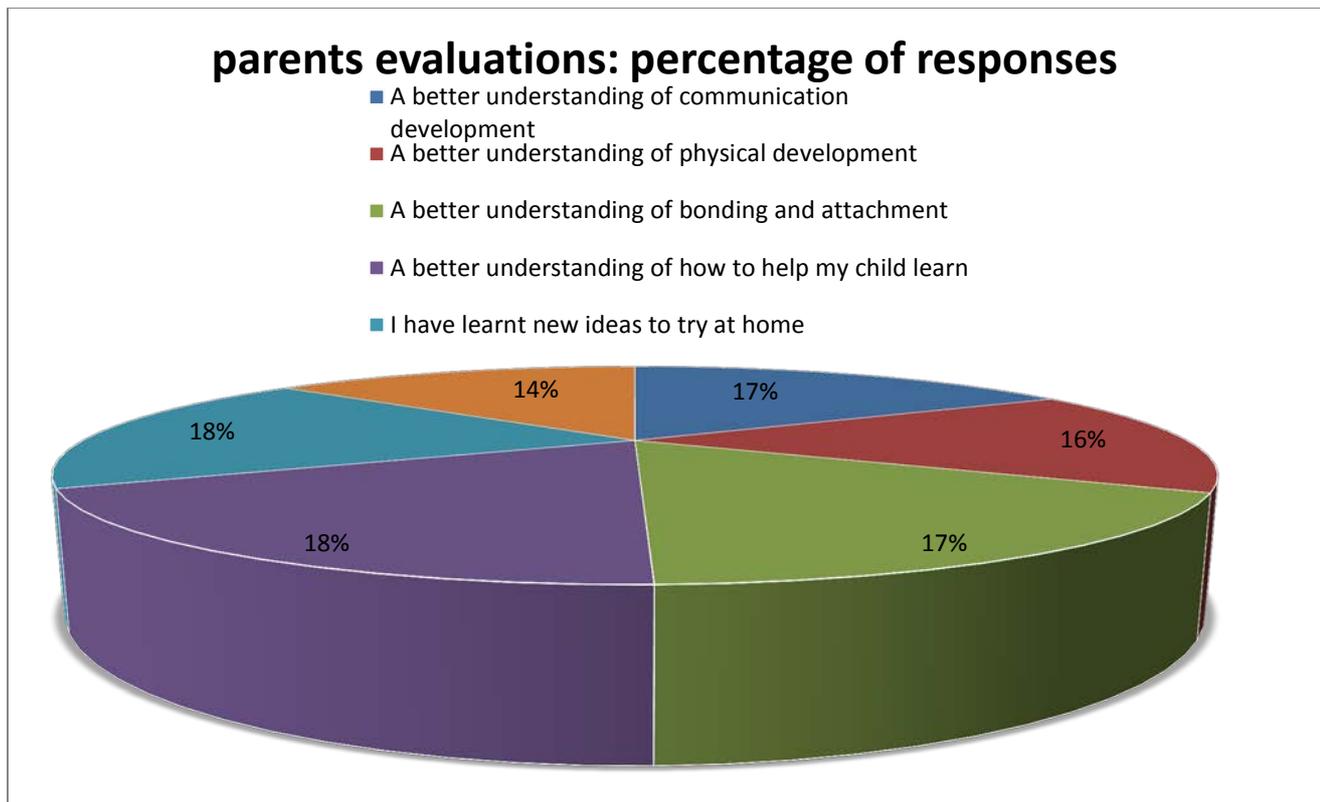
Convert into a percentage by dividing the score they achieved by the total number of points available and x 100.

Eg 9 month visit- total score available is $5 \times 7 = 35$. Score of 23.
 $23 \text{ divided by } 35 = 0.66$.
 $0.66 \times 100 = 66\%$

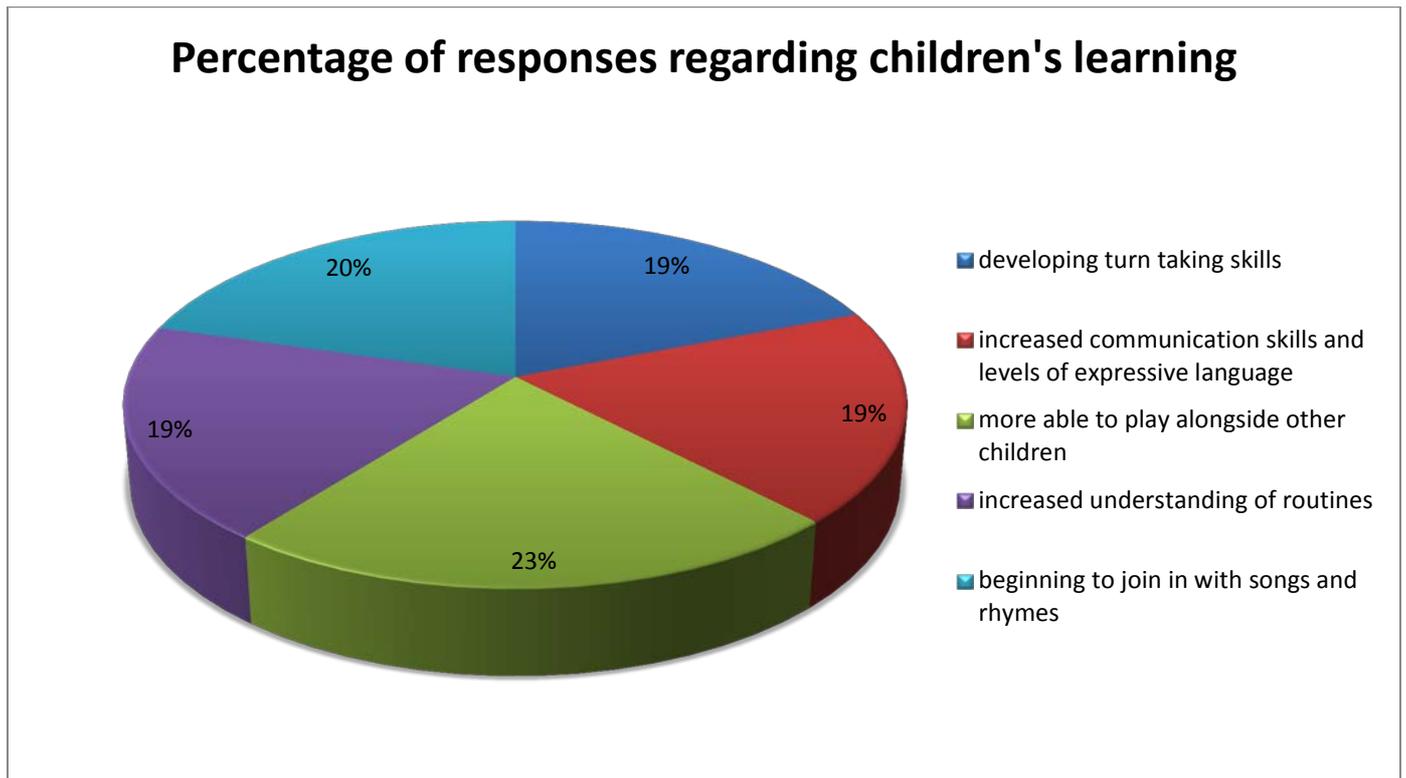
Appendix Four: PEEP Outcomes

Impact of PEEP groups on parents and children

Parents are asked to complete an evaluation at the end of each PEEP group which assesses how much they feel they, and their child/ren have learnt from attending the group. Children are assessed through observations and discussions with parents.



Improvements in children's learning, based on practitioner and parent observations.



Appendix Five: Evaluation of Boys Learning workshop (North Cluster)

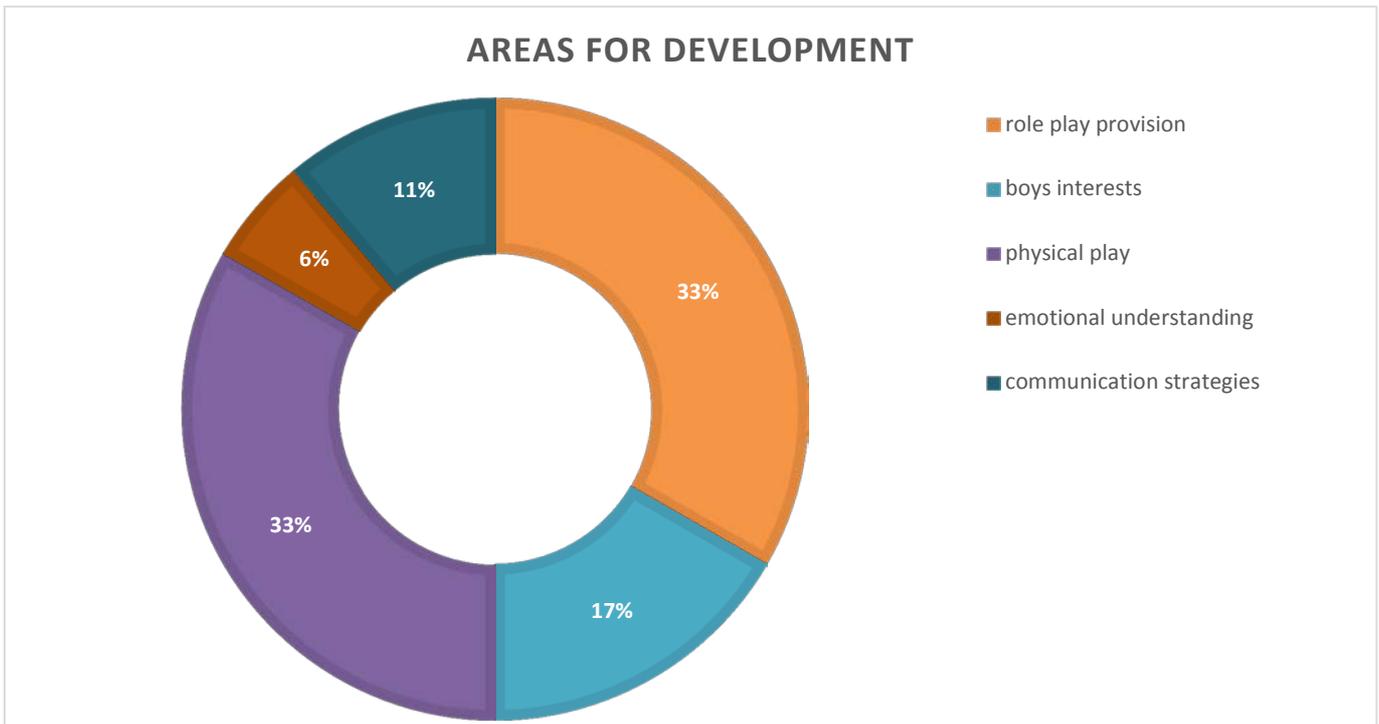
Session delivered on Wednesday 3rd May 2017, 10 practitioners from 6 settings across the north cluster attended. Settings attending were Belgrave Playgroup; Thurmaston Day Nursery; Brite Bees Day Nursery; Angels Preschool; Early Learners Nursery School and Kiddisafe Day Nursery. Key messages around boys learning delivered:

- How boys develop genetically and physiologically and the impact this has on learning
- How society's treatment and expectations of boys impacts on their learning
- Explore strategies to develop provision for boys

All attendees were asked to complete an evaluation to record their learning and next steps.

100% of attendees said they had a better understanding of how boys learnt and felt more confident in providing learning for boys.

Everyone was asked to identify one area for improvement in their setting. Responses were as follows:



All the settings who attended have asked for the workshop to be delivered to their parents in the future. Settings suggested several other aspects that they would like workshops on: transition/getting ready for school to be delivered for parents; storytelling ideas and behaviour management.

Appendix Six: Evaluation of Transition events

Schools represented:

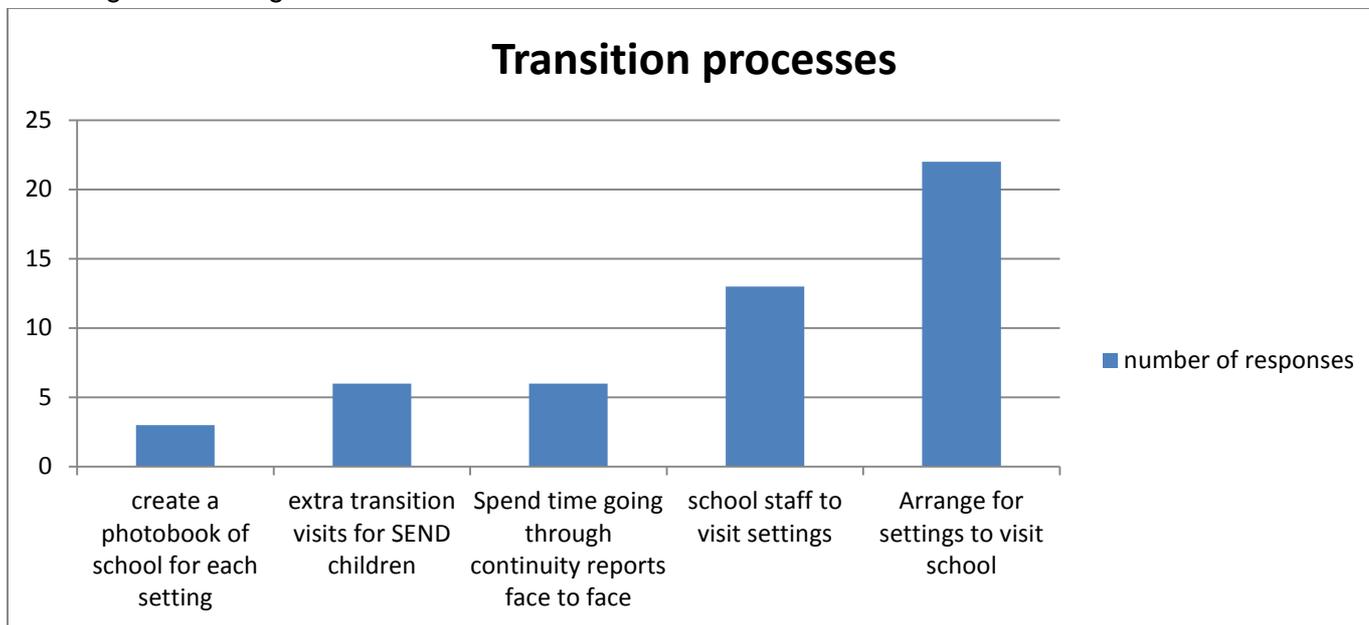
- | | |
|--|----------------------------------|
| Christ the King Primary School | Barley Croft Primary School |
| Alderman Richard Hallam Primary School | Rushey Mead Primary School |
| Inglehurst Infants School | Green lane infant School |
| Slater Primary School | Sacred Heart Catholic academy |
| Belgrave St Peters Primary School | St Patricks Catholic School |
| Wolsey House Primary School | Mellor Primary School |
| Buswells Lodge Primary School | Abbey Primary School |
| Mowmacre Hill Primary School | Merrydale Infant School |
| Heatherbrook Primary School | Catherine Infant School |
| Stokes wood Primary School | Sandfield Close Primary School |
| Beaumont Lodge Primary school | Northfields House Primary School |
| Fosse Primary School | Wyvern Primary School |
| Woodstock Primary School | Sparkenhoe School |
| | Evington Valley Primary School |

Settings Represented:

Tree Tots Day Nursery
Allexton Day Nursery
Milky Way Day Nursery
Tudor Preschool
Woodgate Nursery
Bright Bees Nursery
First Steps Beaumont Leys
First Steps Barley Croft
Rahma Childcare
Kiddisafe
First steps preschool
Little John's Preschool
St George's
The Den Nursery
Cooperative Play and Learn
Belgrave Playgroup
Windsor House Day Nursery
Herrick Playgroup
Little Mumins Day Nursery
Roseberry Preschool
Little Peepul Day Nursery
Bright Bees Day Nursery
Kiddycare Melton Road
Angels Preschool

Feedback was extremely positive, with 69% of practitioners saying they had found the opportunity to talk to other schools and settings very useful. 35% of staff from the schools and settings had made new links with providers they had not met before.

Schools and settings gave feedback about how they were going to adapt their transition processes following the meeting.



There was a brief talk given by the Educational Psychologist team about Emotional wellbeing and attachment and its impact on transition. The talk included theoretical information and strategies for supporting smooth transitions. Feedback regarding the talk was very positive with 100% of attendees saying they were able to use this information to support their transition processes.

In terms of actions for the future, the only frustration was that schools and settings do not fit neatly into the cluster areas of the CYPFC's. Many people suggested providing information about which settings and schools are in each cluster and knowing when all the meetings are so they can attend those they think are relative to them.

Appendix Seven: Tiny Sparks project overview.

Project Aims and Objectives:

To engage children aged 2-4 years, their families and setting staff in developmental music making led by two outstanding professional musicians. The children face barriers to music making because of where they live. We want to support quality music provision developing skills, confidence and a culture of creativity and play.

Outcome 1 – Personal

Children improve their readiness to start school through improved language and pre-language skills.

Outcome 2 – Musical

Increase the capacity of parents/carers to use music activities in their interaction with their children.

Outcome 3 – Workforce

To increase the capacity of setting staff to use music activities in their work

Aiming to work with approximately 140-200 vulnerable children (challenging circumstances) and their families in each location.

Each musician will work in three locations delivering 4 sessions each week and visiting each setting before and afterwards.

Activity Overview:

- Pre-visit by each artist to meet the families and professionals in each area and deliver taster sessions. This will enable the musicians to prepare and familiarize themselves with the challenges of each setting. At this point the lead teachers will assess the base line including position on 'Stages of Confident Speaking' scale and Leuven Scales for Involvement and Well being . Plus use the initial parent questionnaires to find out about their starting point in playing with their child using music.
- Each artist will develop a routine for each session starting with getting out the instruments and sharing them round the group. This will include using percussion instruments and also everyday items such as pots and pans and spoons.
- Playing instruments and moving to music: developing hand/eye co-ordination and rhythm. Also introducing mathematical concepts such as counting through exploring and understanding repeating sound patterns. Also the opportunity to play freely and compose their own music supported by the professional musicians.
- The children will listen and dance to live music, singing favourite songs together, discovering new songs through exploring the heritage of the parents –eg a Somali lullaby. Rhythm and rhyme will be used to develop listening and concentration skills through following instructions and the learning of simple language through the songs.
- The staff and parents will be present at all sessions and encouraged to play too.
- Each musician will support staff in each setting throughout the project and also deliver a specific CPD session in both east and west areas.

Additional Related Activities

CPD – Possibly Wednesday AM when teacher's meetings are happening (time used from additional days owed)

Resource Pack Development – Two additional days TBC with teachers and spark.

Follow Up Visit – W/c 12th June (TBC)

Resource Pack Development

Musicians and the Project Co-ordinator, City Council teachers to create a resource/ideas pack including music CD with ideas of what to do at home and in the future. Copy for each participant, settings and as legacy.

E.g. Lyrics, techniques, exercises and physical resources to be played with alongside soundscape.

Go See Activity

Whoosh played by Alle Hoeken van de Kamermuziek

Date: Tuesday 23rd May 2017

Times: AM & PM (TBC)

Venue: Curve Theatre

Ages: 1 – 4 yrs

Link & More Details: <http://www.muzeekvoorstelling.nl/english/whoosh/>
Meet & Greet from Mel Knott, Education Manager.

Follow Up Activity

Follow up sessions in each of the 3 settings by each artist 3-4 weeks after the end of the project the musicians will return to see how staff and children are progressing.

Date: W/c 12th June TBC

Evaluation:

To be formed around the three main outcomes:

- 1) Personal – Map impact on participants
- 2) Musical – map activity / content
- 3) Workforce – how music supports the delivery the early years curriculum

Focused around the Quality Framework & ACE Seven Quality Principles (See attached document and below link)

<http://www.artscouncil.org.uk/quality-metrics/quality-principle>

Appendix Eight: CCT Priorities

Children's Centre Teachers Priorities 2017/18	
Leading Learning for 0-3s	
Providing a pedagogic lead across the Children, Young People & Family Centre service for children in the Foundation Stage.	
Lead on the Teaching and Learning for these focus groups	
<ul style="list-style-type: none"> • Priority children aged 0-3 • Looked After Children (LAC) 	
Teacher Tasks (organised by the amount of time taken)	% of time FTE
<ul style="list-style-type: none"> • Support EY settings with practice in Teaching and Learning <ul style="list-style-type: none"> - When they receive an Ofsted judgement of Inadequate/ Requires Improvement - Those delivering 2yr FEEE, by offering termly cohort tracking conversations - Contributing to the Cluster network meetings organised by the sufficiency and sustainability team - Completing FEEE compliance visits for settings identified through the QIP process • Support smooth transitions for children into school based foundation stage provision <ul style="list-style-type: none"> - Facilitate termly meetings with local schools and settings in order to promote discussion and support school readiness and transition - Support settings to hold transition workshops with parents - Host a transition event in the summer term in each cluster where settings, schools and CCT's can share cohort transition information, these meetings aim to include Educational Psychologists, Health Partners and the special needs teaching service - Offer transition support groups to priority children entering Foundation Stage provision in school with no previous Foundation Stage experience and not already engaged in services 	1 day a week 20%
<ul style="list-style-type: none"> • Deliver Parents as Partners (PAP) programme, completing development assessments and home learning environment assessments for Priority children at 9mths; 18mths; 30mths <ul style="list-style-type: none"> - Home teaching for families depending on assessment outcomes - Support engagement with Stay and Play 	1 day a week 20%
<ul style="list-style-type: none"> • Attend city wide CCT meetings • Attendance of Cluster senior management and whole team meetings and service meetings • Attendance at Task groups – according to service need 	1 day a week 20%

<ul style="list-style-type: none"> • Ongoing professional development opportunities 	
<ul style="list-style-type: none"> • Complete Early Years Personal Education Plans for all children “Looked After” who are placed within Leicester City aged less than 5 years who are <u>not</u> in school. These are compiled jointly with the child’s birth family - as appropriate -, carer, social worker and health visitor. <ul style="list-style-type: none"> - Provide support for PVI sector settings to complete EYPEPs with Looked after Children living the city - Complete development assessments of Looked after Children and offer 1:1 teaching where necessary 	<p>½ day a week 10%</p>
<ul style="list-style-type: none"> - Provide a targeted teaching lead for Stay & Play, (data shows an increasing number of priority families attend stay & plays) - Engage and teach Priority families within the sessions, creating personal learning plans and making development assessments - Each teacher to be allocated a stay and play, teachers will be in addition to the Stay and Play delivery staff 	<p>½ day a week 10%</p>
<ul style="list-style-type: none"> • Teach families in short term targeted intervention groups, when teaching in stay and play is not sufficient <ul style="list-style-type: none"> - Families grouped into non-walking and walking (roughly) - Teachers to lead groups with child development workers supporting where necessary • Provide a pedagogic lead for the Bumps to Babies programme 	<p>½ day a week 10%</p>
<ul style="list-style-type: none"> • Analyse EYFSP data and Baseline data during the Autumn term, use the information to direct teaching focus and setting support • Data broken down by city, cluster and ward as appropriate • % children expected/exceeding GLD • % gap of lowest 20% • Compare attainment of those accessing and not accessing Early Help • Assess Priority Children’s learning according to the Development Matters ages and stages of development and track progress through all services • Assess Priority Parents learning through use of individual evaluations; Impact statements and Home Learning Environment scale through all services • Contribute to quality assurance of Stay & Play, using existing Quality Assurance process 	<p>½ day a week 10%</p>