

Interim 0-5s Needs Assessment

Improving school readiness

Creating a better start for Warwickshire

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Aims



The purpose of this report is to:

- describe the importance of school readiness
- describe the economic case for investing in school readiness
- provide a descriptive analysis of school readiness in Warwickshire
- summarise the evidence of what works to improve school readiness in order to facilitate improvements in service planning and delivery

What is school readiness?

School readiness is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally.

The good level of development (GLD) is used to assess school readiness.

Children are defined as having reached a GLD at the end of the Early Years Foundation Stage if they achieved 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.

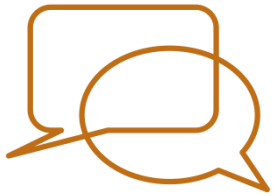
Area of Learning	Early learning goal	Percentage achieving a GLD, 2015	
		Warwickshire	England
Communication & language	Listening & attention	85%	86%
	Understanding	84%	85%
	Speaking	83%	84%
Physical development	Moving & handling	89%	90%
	Health & self-care	90%	91%
Personal, social & emotional development	Self-confidence & self-awareness	87%	89%
	Managing feelings & behaviour	87%	87%
	Making relationships	88%	89%
Literacy	Reading	78%	76%
	Writing	72%	71%
Mathematics	Numbers	78%	77%
	Shape, space & measures	81%	81%
Understanding the world	People & communities	84%	85%
	The world	84%	85%
	Technology	90%	92%
Expressive arts, designing & making	Exploring & using media & materials	86%	88%
	Being imaginative	85%	87%

The importance of school readiness

School readiness starts at birth with the support of parents and caregivers, when young children acquire the social and emotional skills, knowledge and attitudes necessary for success in school and life.

School readiness at age five has a strong impact on future educational attainment and life chances.

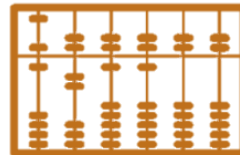
Children who don't achieve a good level of development aged 5 years struggle with:



Social skills



Reading

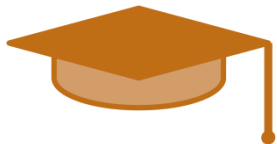


Maths



Physical skills

which impacts on outcomes in childhood and later life:



Educational outcomes



Crime



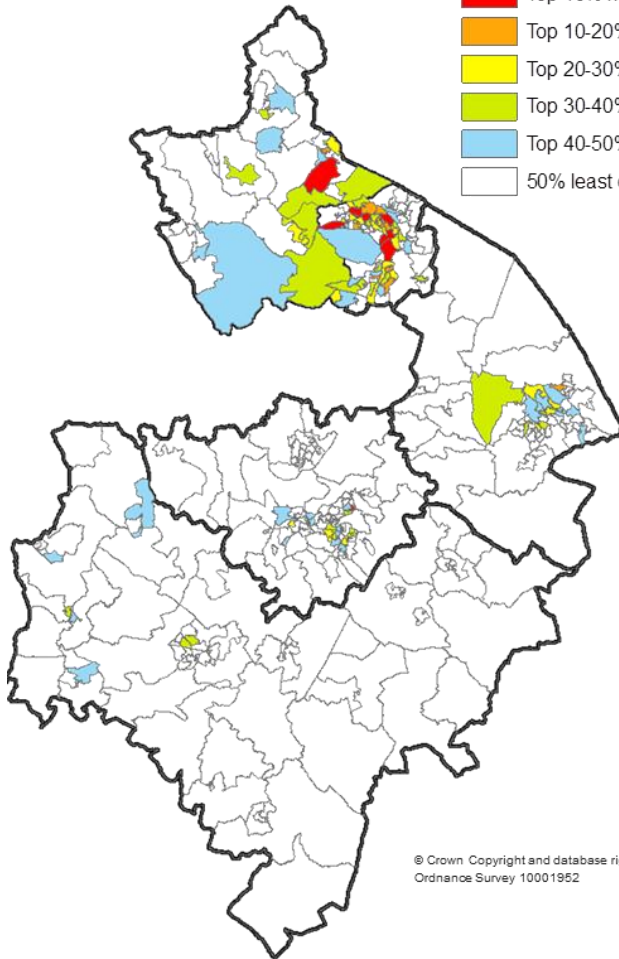
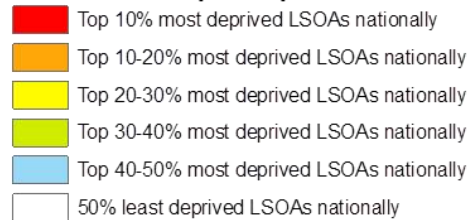
Health



Death

Warwickshire Context

Index of Multiple Deprivation 2015



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Ordnance Survey 10001952

- Warwickshire is comprised of 339 Lower Super Output Areas (LSOAs), of which 18 (5.3%) fall into the 20% most deprived in England and eight LSOAs (2.4%) fall into the **top 10% most deprived** nationally on the overall Index of Multiple Deprivation 2015.
- Six of these eight are located with Nuneaton & Bedworth Borough, one within Warwick District and the other within North Warwickshire Borough.

0-5s in Warwickshire



There were an estimated **37,917 children** aged between **0-5** living in Warwickshire in 2014

5,966 0-year olds, 6,306 1-year olds, 6,443 2-year olds, 6,467 3-year olds, 6,290 4-year olds, 6,445 5-year olds.



In 2014/15, **4,239 children (67%)** in Warwickshire achieved a **good level of development** at the end of reception



The boroughs of **Nuneaton and Bedworth** and **Rugby** have the **largest proportions** of 0-5 year olds in the county, with 7.6% and 7.7% of their total population respectively. This is the same proportion as the England average (7.6%)



There is a lower percentage of babies who have ever been breastfed compared with the European average of 89.1%. **43.7% of mothers** are still breastfeeding at 6 to 8 weeks



80% of 0-5 year olds are registered with a **Children's Centre**



8.1% of children aged 4-5 years and **15.7% of children aged 10-11 years** are classified as **obese**

School Readiness in Warwickshire

	Percentage achieving a good level of development (GLD)	
	2014	2015
North Warwickshire	59	64
Nuneaton & Bedworth	56	63
Rugby	59	69
Stratford-on-Avon	66	71
Warwick	61	69
Warwickshire	60	67

School Readiness in Warwickshire

	Percentage achieving a good level of development (GLD), 2015, by ethnicity					
	White	Mixed	Asian	Black	Chinese	All Pupils
Warwickshire	68	73	65	56	69	67
West Midlands Region	66	65	63	62	61	64
England	67	68	64	65	67	66

School Readiness in Warwickshire

	Percentage achieving a good level of development (GLD), 2015		
	Boys	Girls	Percentage Point Gap
Warwickshire	60	75	15
West Midlands Region	57	72	15
England	59	74	15

School Readiness in Warwickshire

	Percentage achieving a good level of development (GLD), 2015		
	Pupils known to be eligible for Free School Meals	All other pupils	Percentage Point Gap
Warwickshire	49	69	20
West Midlands Region	51	67	16
England	51	69	18

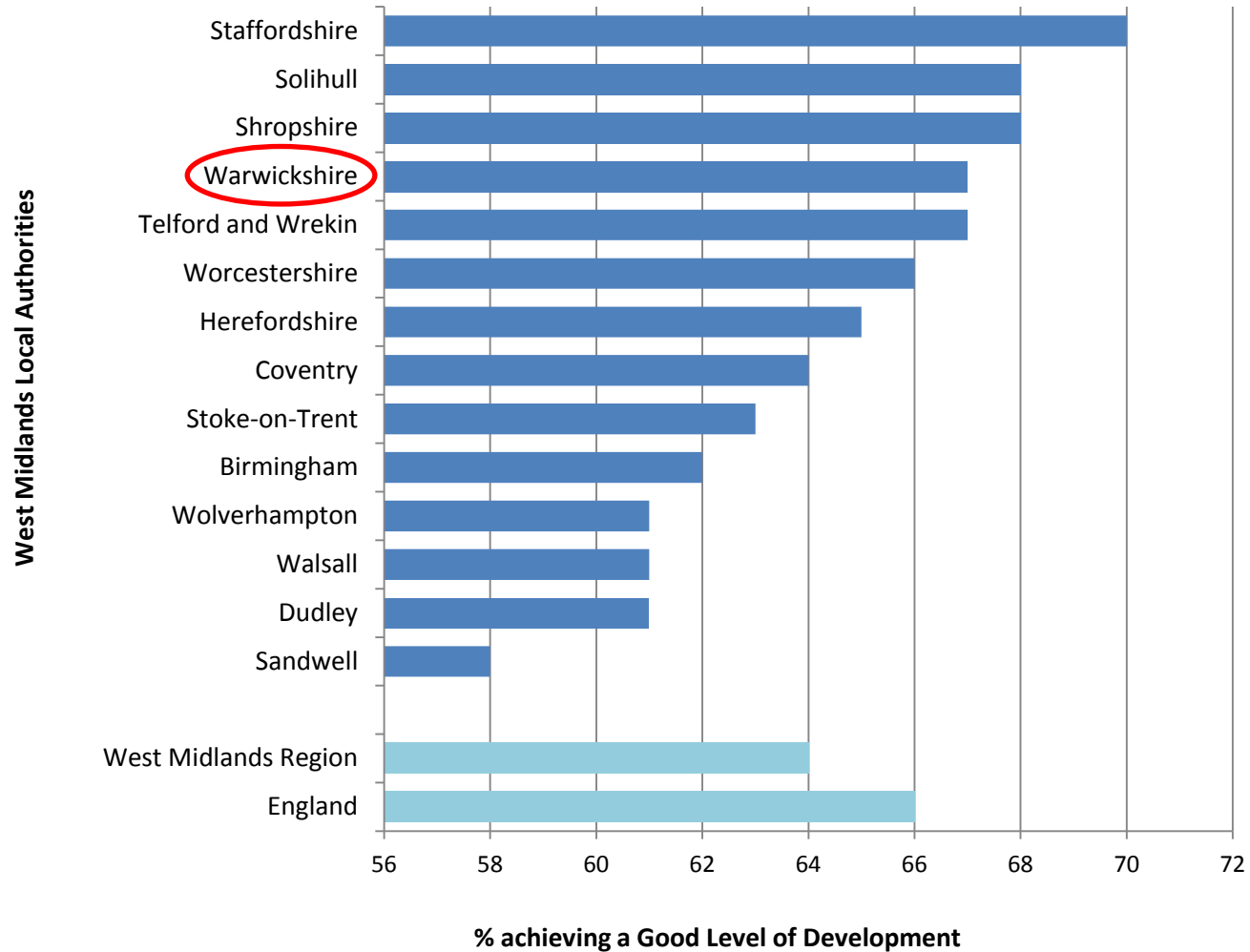
School Readiness in Warwickshire

	Percentage achieving a good level of development (GLD), 2015		
	Pupils whose first language is English	Pupils whose first language is other than English	Percentage Point Gap
Warwickshire	69	59	10
West Midlands Region	67	56	11
England	68	60	8

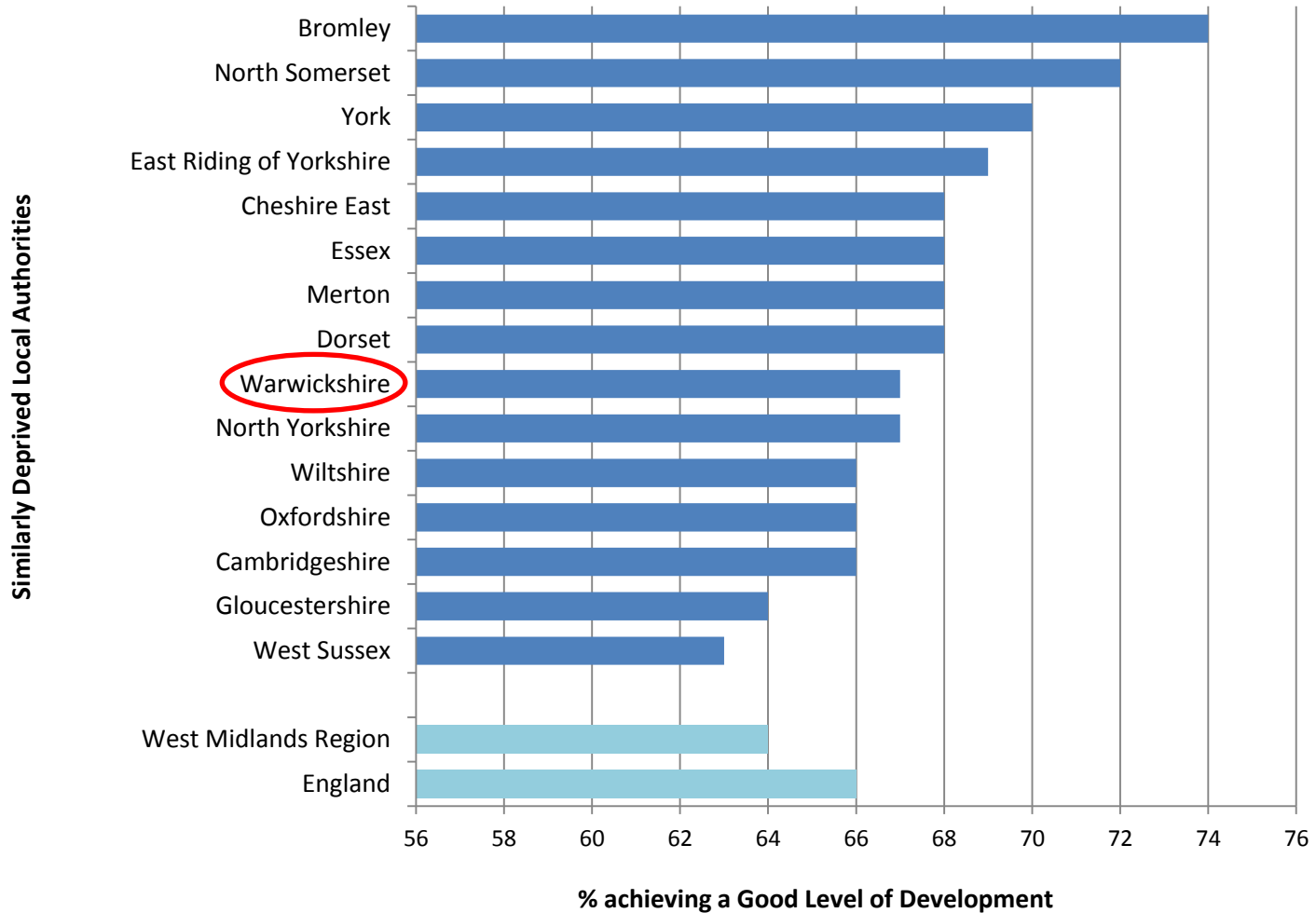
School Readiness in Warwickshire

	Percentage achieving a good level of development (GLD), 2015		
	Pupils with no identified SEN	SEN Support	Percentage Point Gap
Warwickshire	72	19	53
West Midlands Region	70	21	49
England	71	24	47

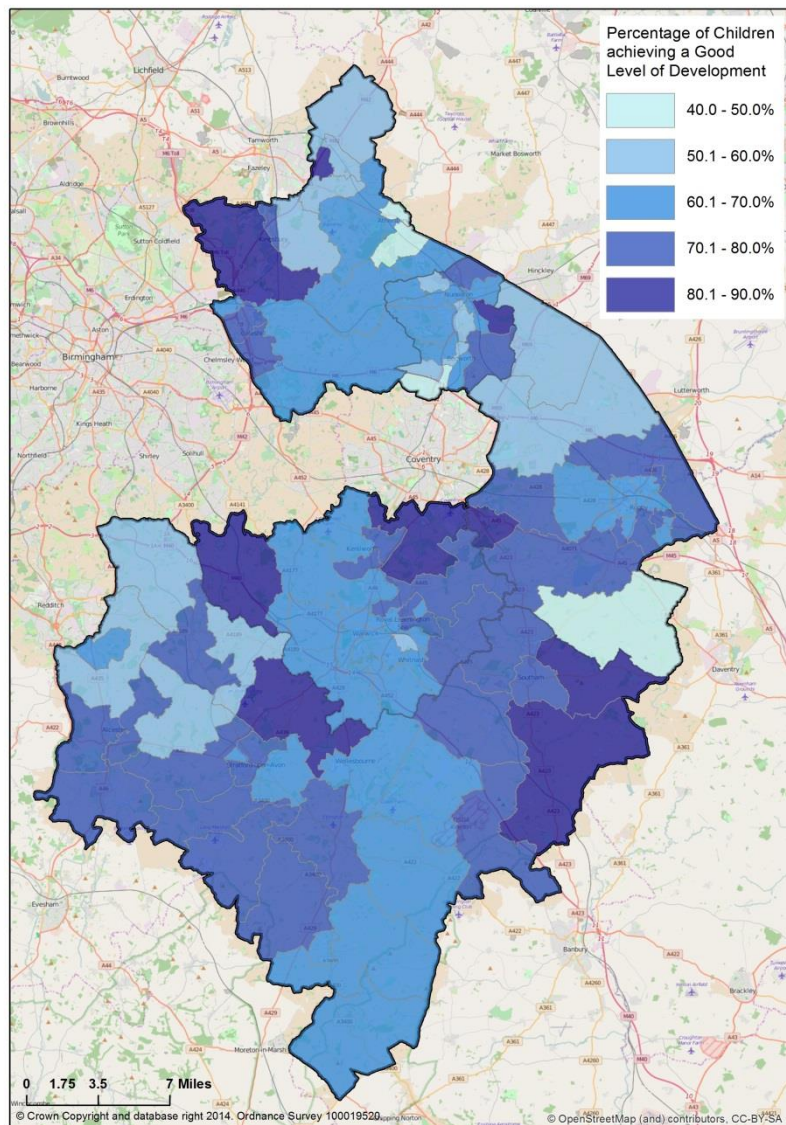
School Readiness across the West Midlands Region



School Readiness by Similarly Deprived Local Authorities



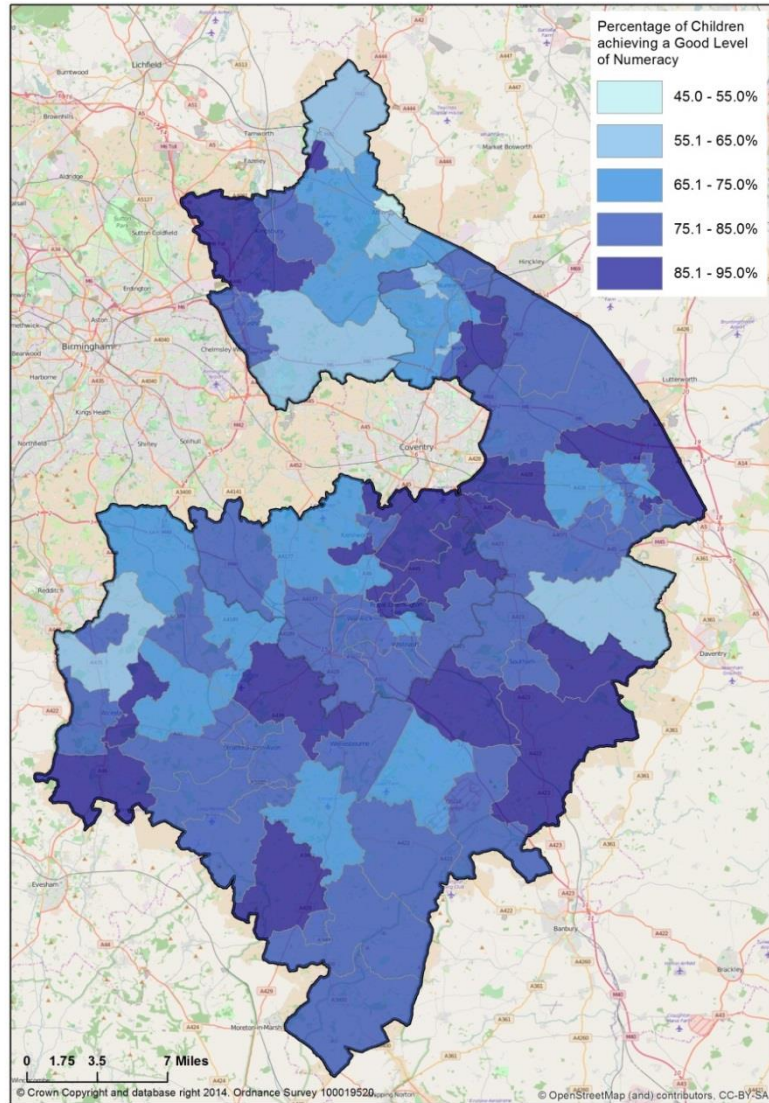
Good Level of Development (GLD)



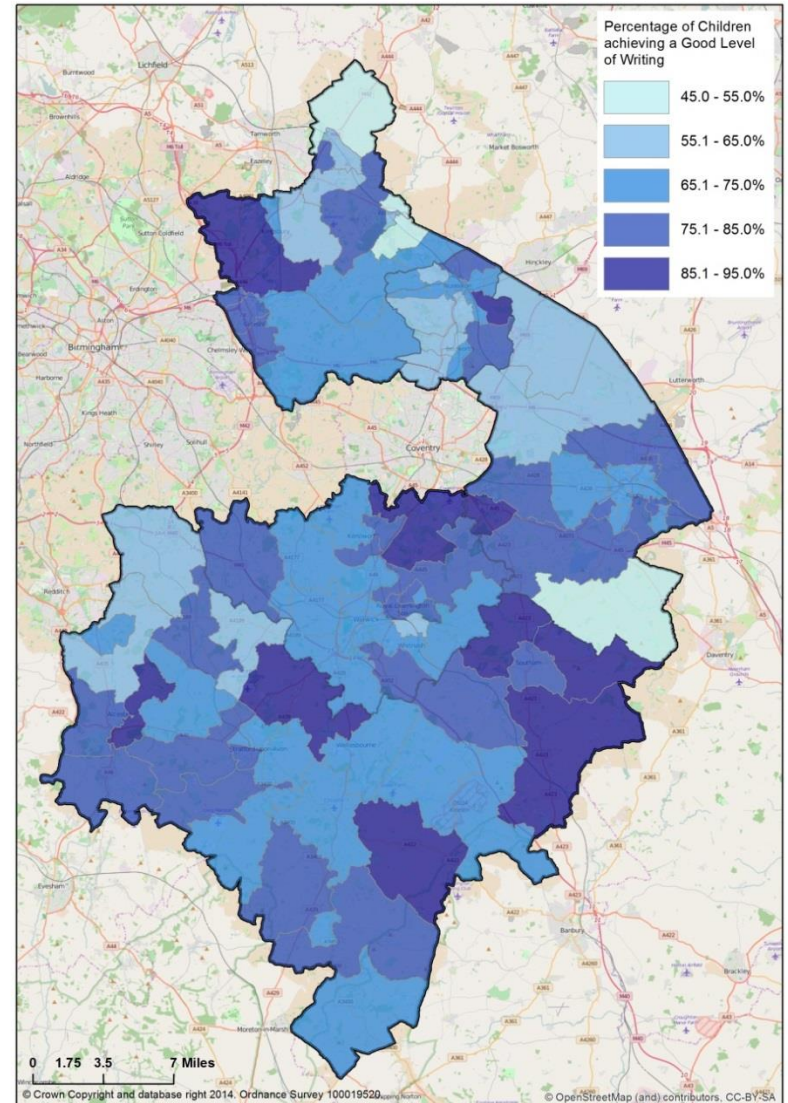
Top 10 Wards	% achieving GLD	Total Numbers in Ward Appearing on EYFSP Return
Stockton & Napton (Stratford-on-Avon)	89%	27
Curdworth (North Warwickshire)	88%	25
Fenny Compton (Stratford-on-Avon)	86%	14
Ryton-on-Dunsmore (Rugby)	86%	21
Stoneleigh (Warwick)	86%	14
Snitterfield (Stratford-on-Avon)	83%	18
Abbey (Warwick)	83%	86
Whitstone (Nuneaton & Bedworth)	82%	45
Lapworth (Warwick)	81%	26
Polesworth West (North Warwickshire)	81%	36

Bottom 10 Wards	% achieving GLD	Total Numbers in Ward Appearing on EYFSP Return
Wolvey (Rugby District)	56%	27
Bede (Nuneaton & Bedworth)	55%	83
Polesworth East (North Warwickshire)	55%	38
Newton Regis & Warton (North Warwickshire)	55%	22
Sambourne (Stratford-on-Avon)	53%	19
Claverdon (Stratford-on-Avon)	52%	23
Exhall (Nuneaton & Bedworth)	50%	88
Atherstone South & Mancetter (North Warwickshire)	46%	39
Atherstone North (North Warwickshire)	44%	25
Leam Valley (Rugby)	43%	14

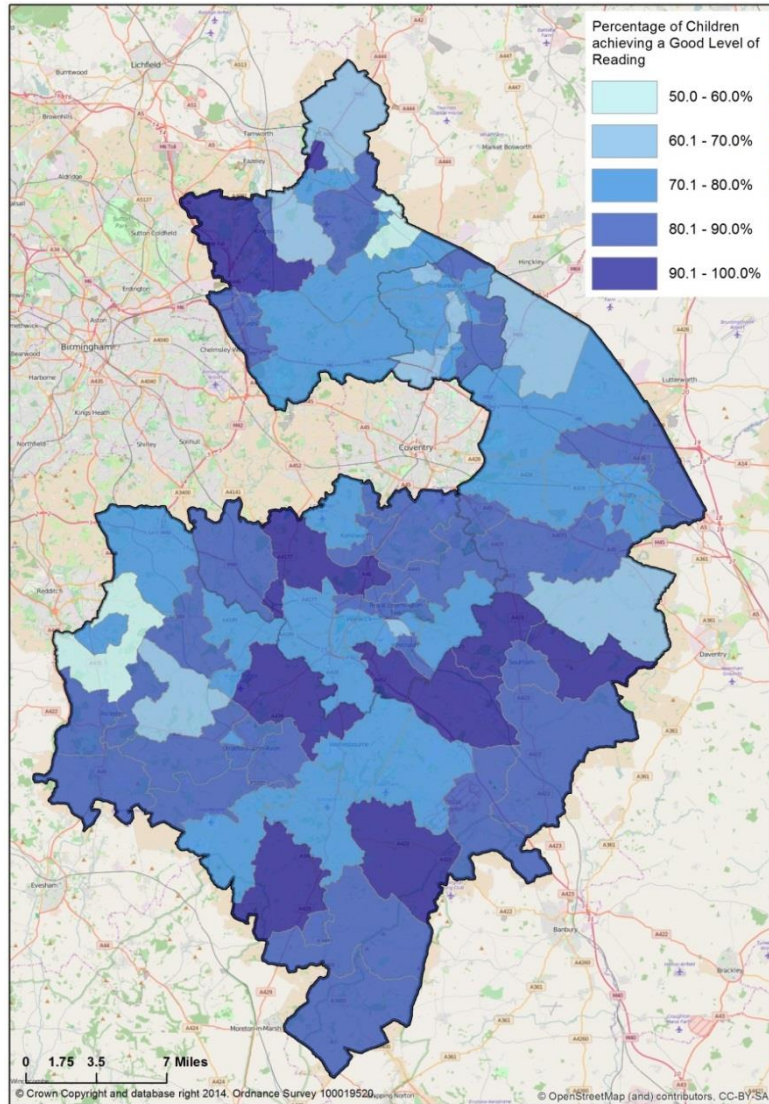
Good Level of Development (GLD): Numeracy



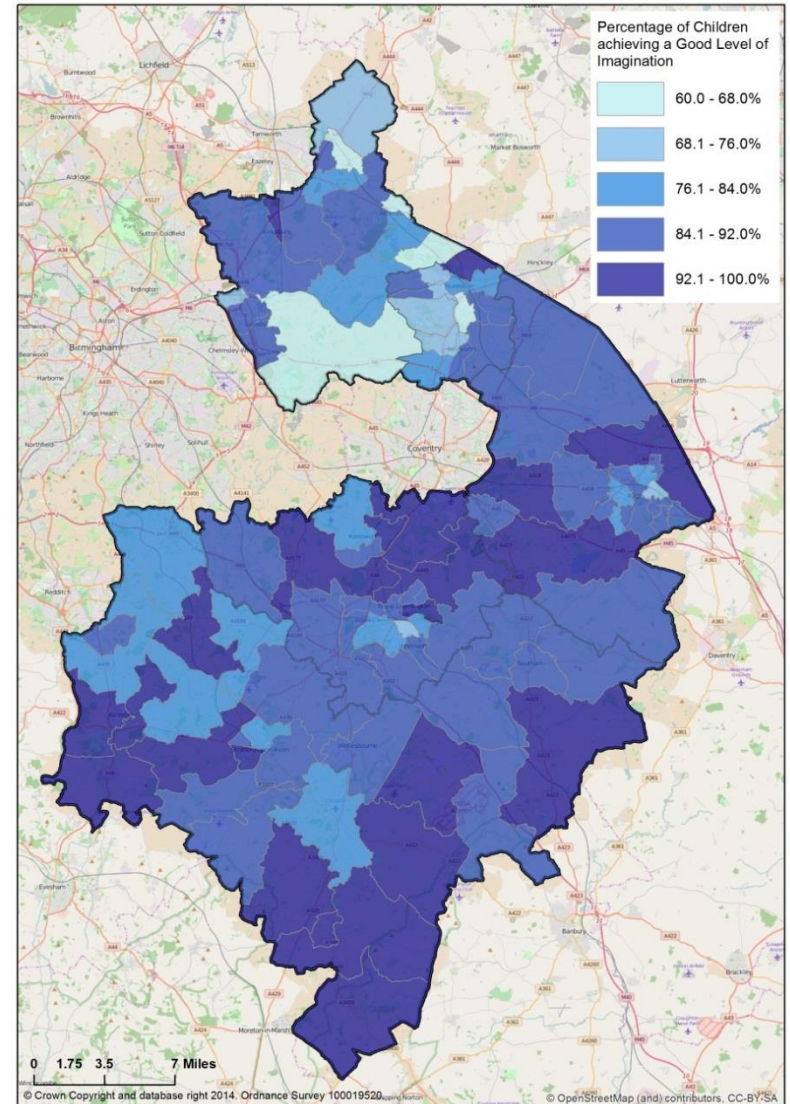
Good Level of Development (GLD): Writing



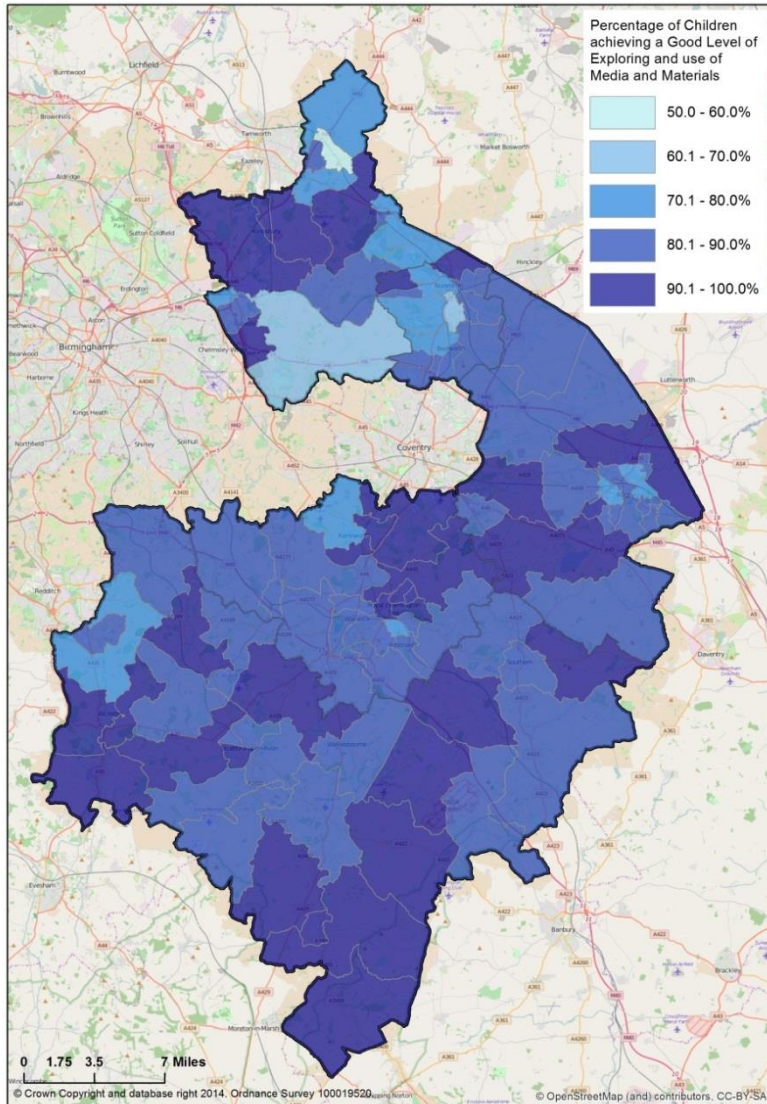
Good Level of Development (GLD): Reading



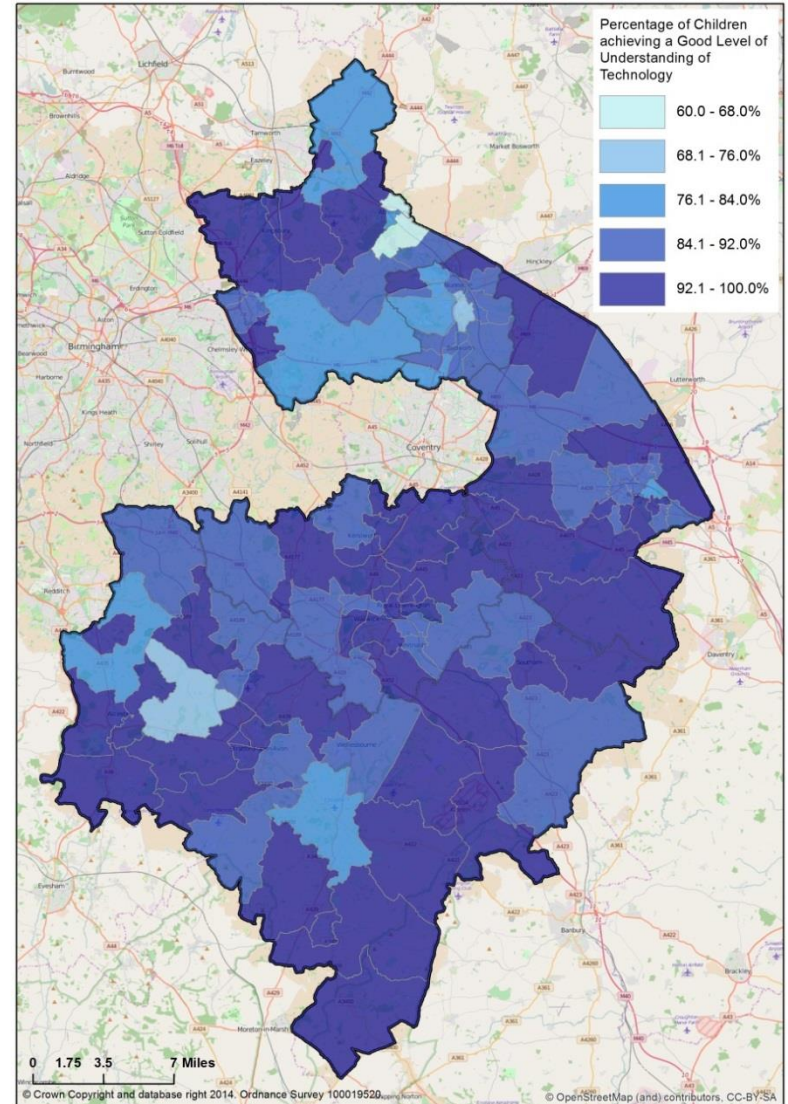
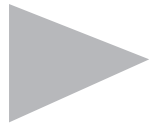
Good Level of Development (GLD): Imagination



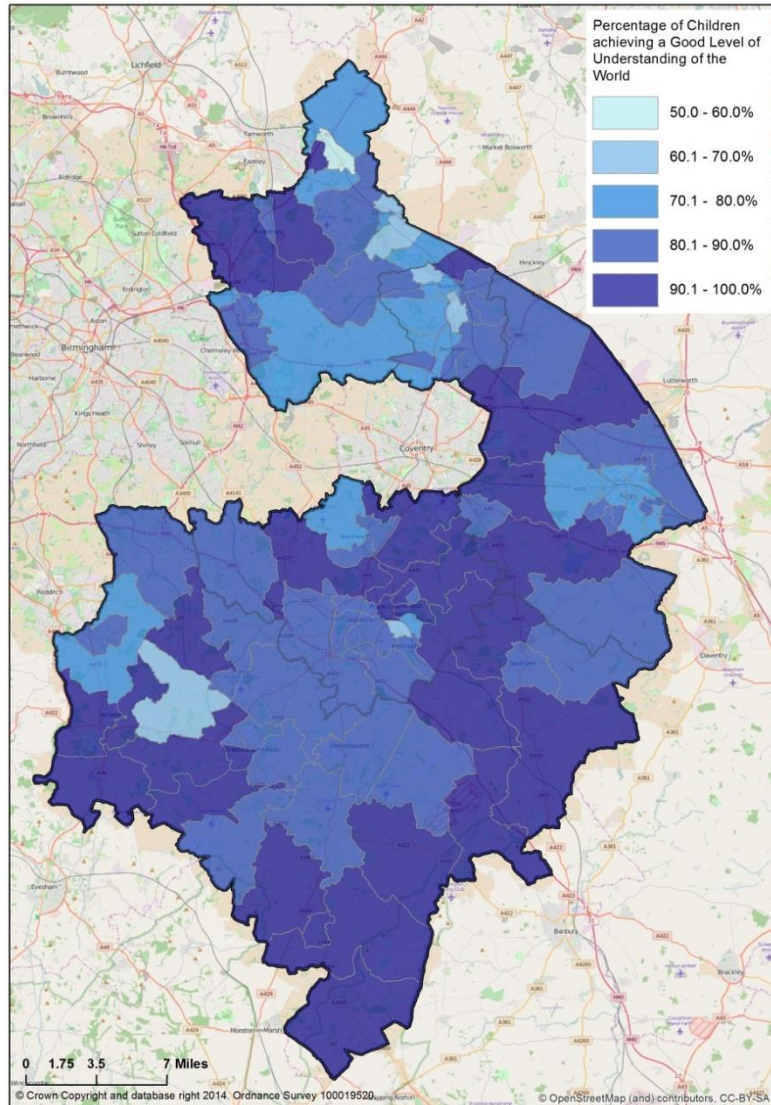
**Good Level of Development (GLD):
Use of Media & Materials**



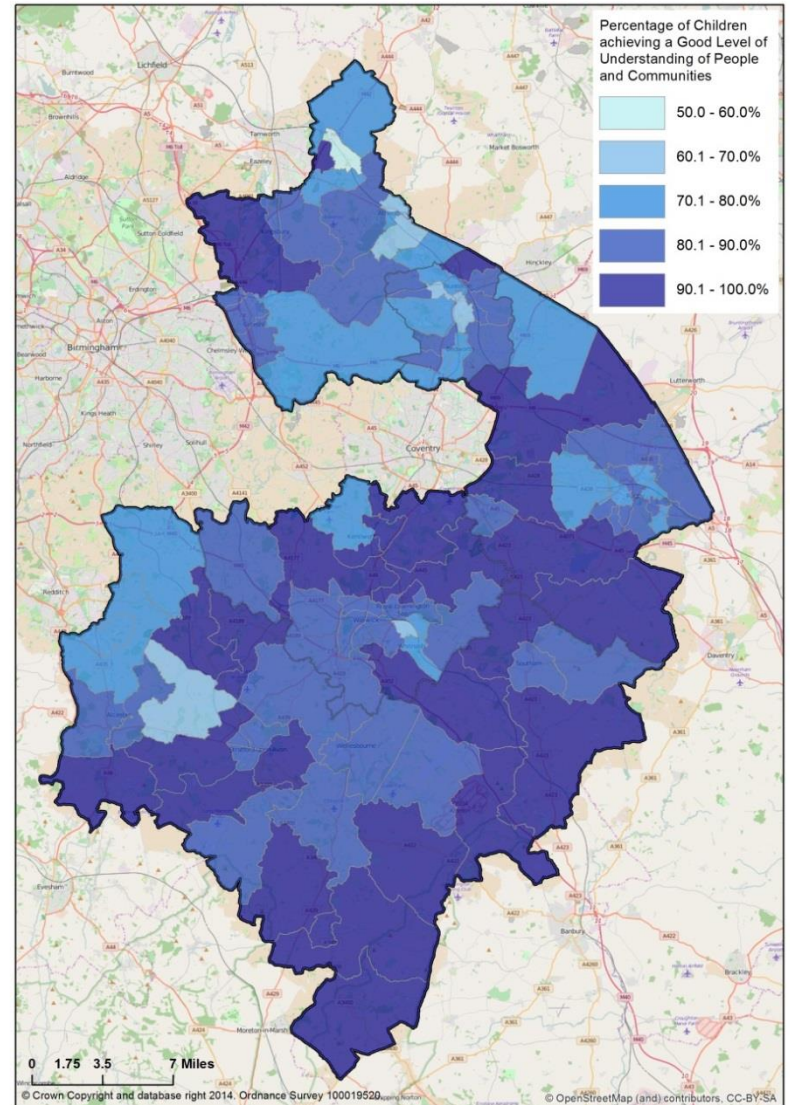
**Good Level of Development (GLD):
Understanding of Technology**



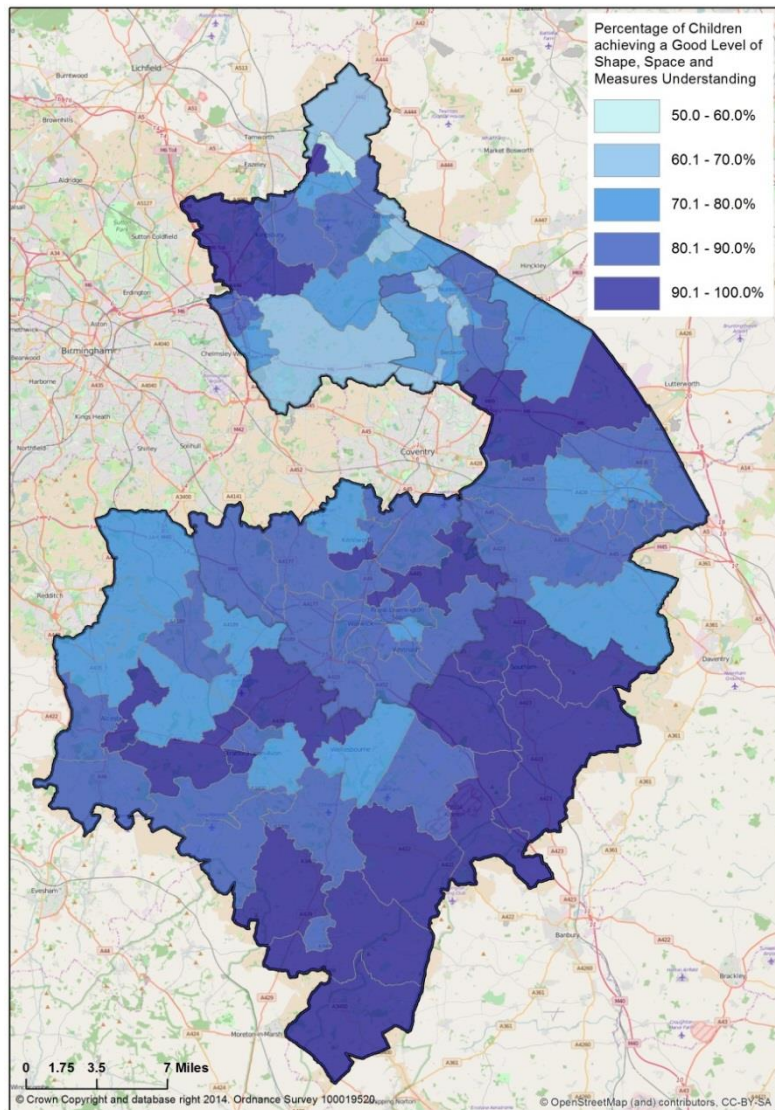
**Good Level of Development (GLD):
Understanding of the World**



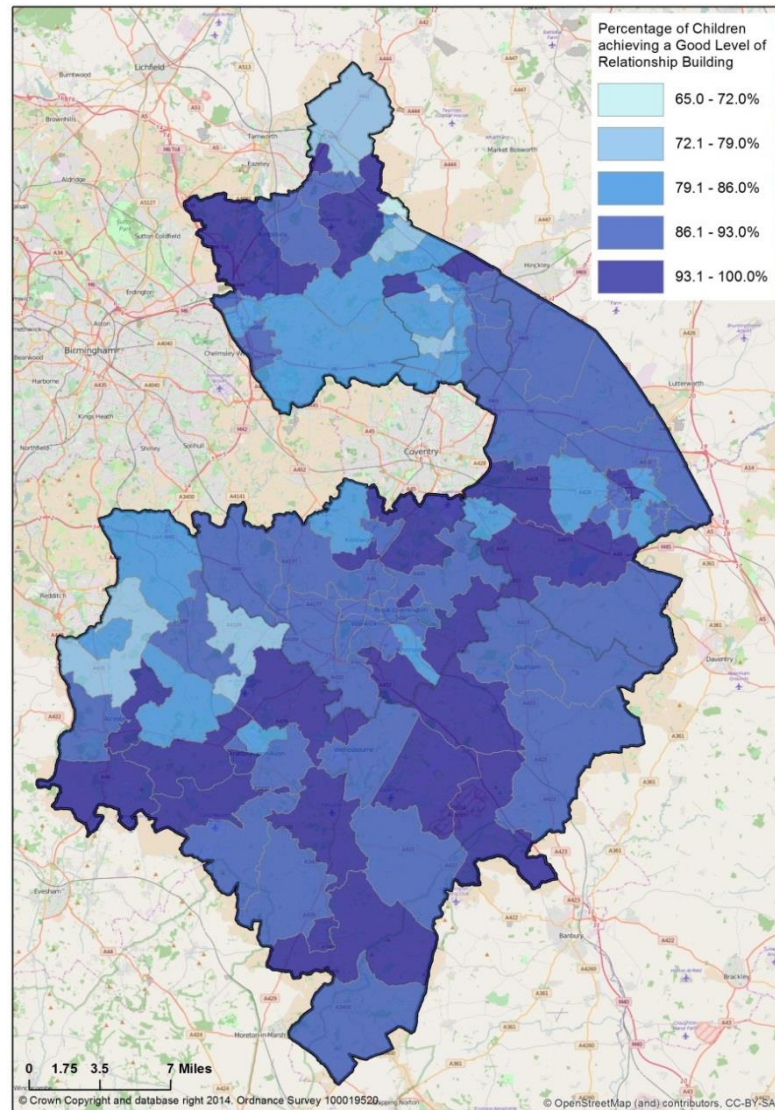
**Good Level of Development (GLD):
Understanding of People & Communities**



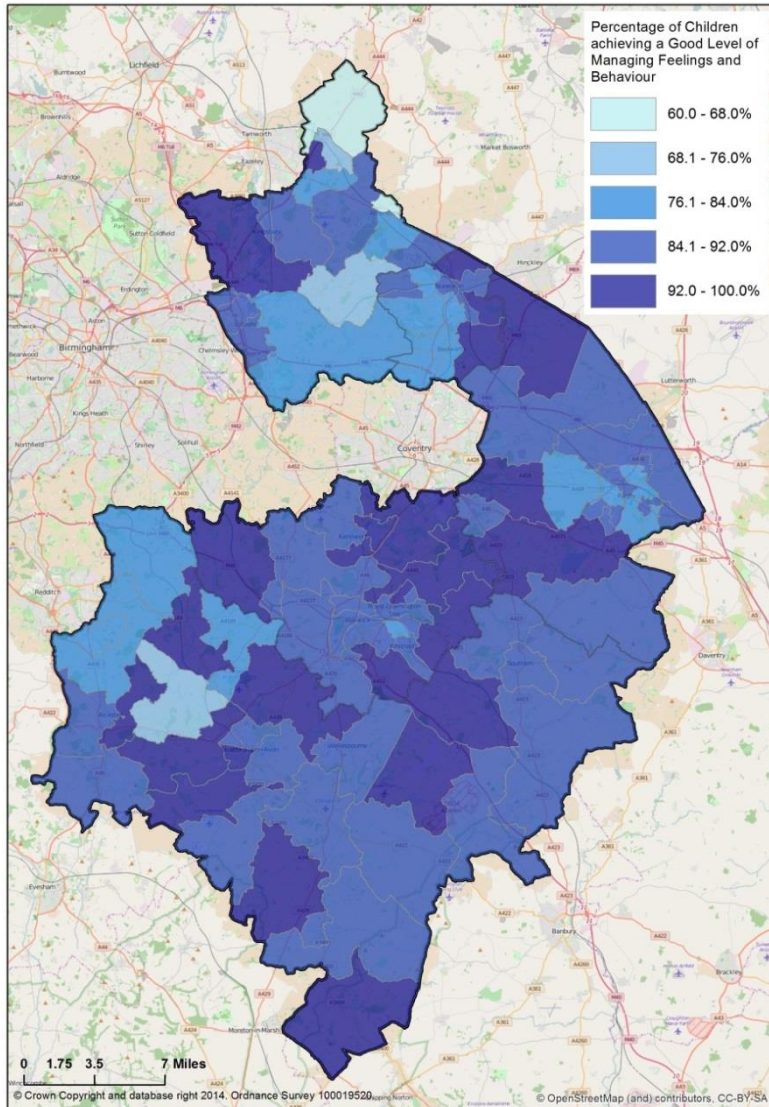
**Good Level of Development (GLD):
Shape, Space & Measures
Understanding**



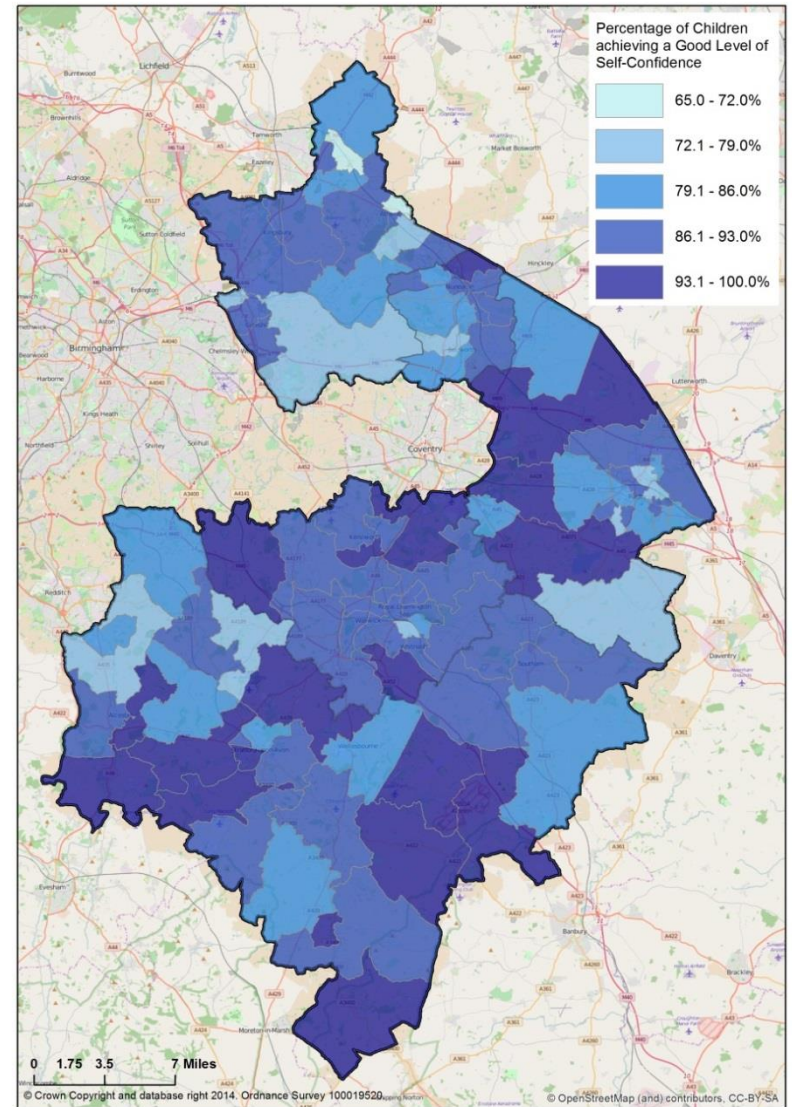
**Good Level of Development (GLD):
Relationship Building**



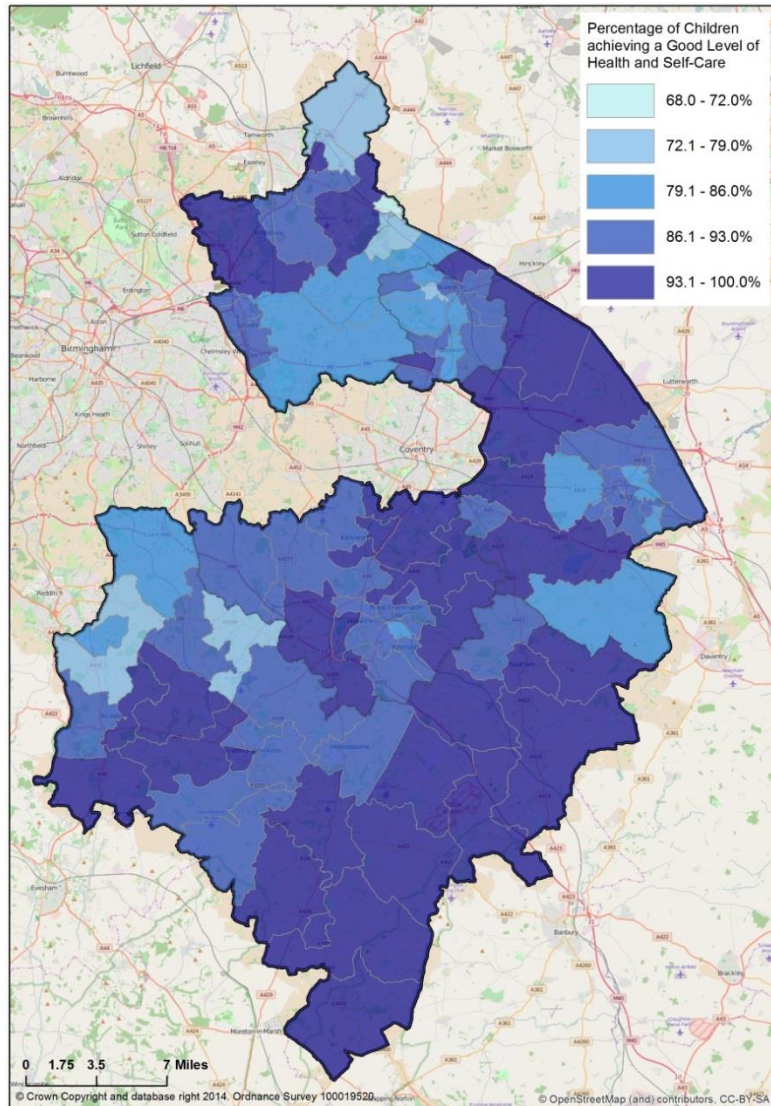
Good Level of Development (GLD): Managing Feelings & Behaviour



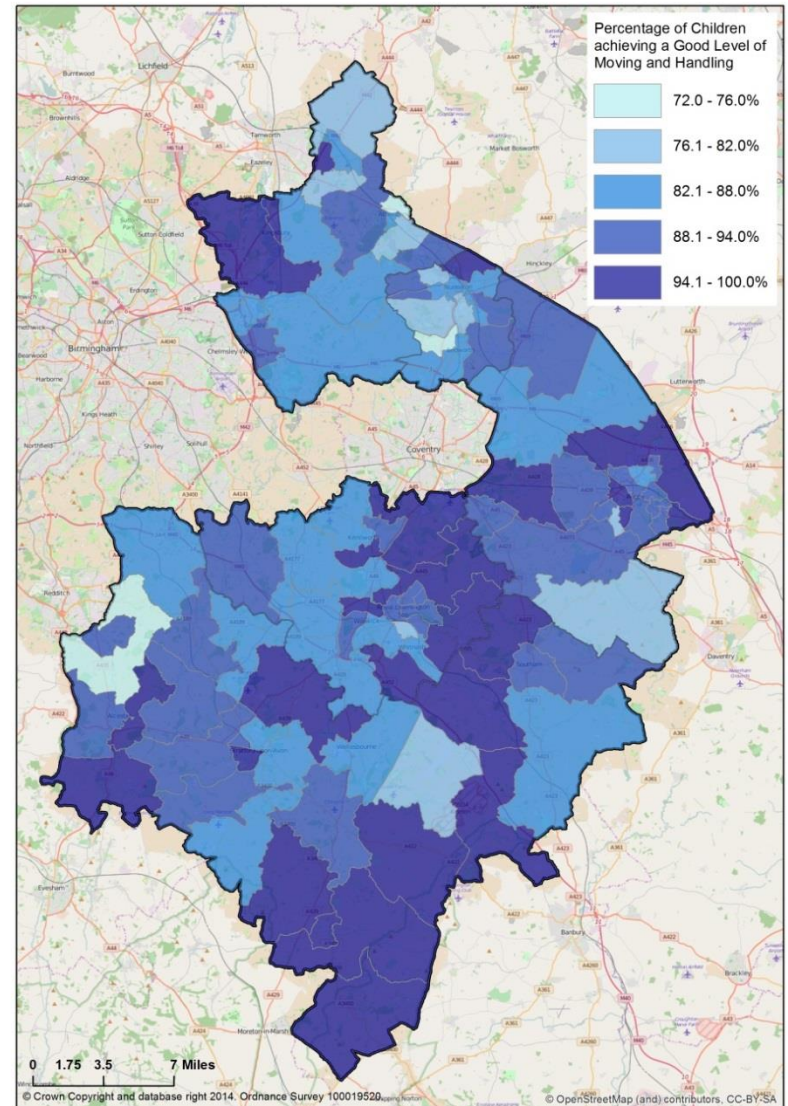
Good Level of Development (GLD): Self-Confidence



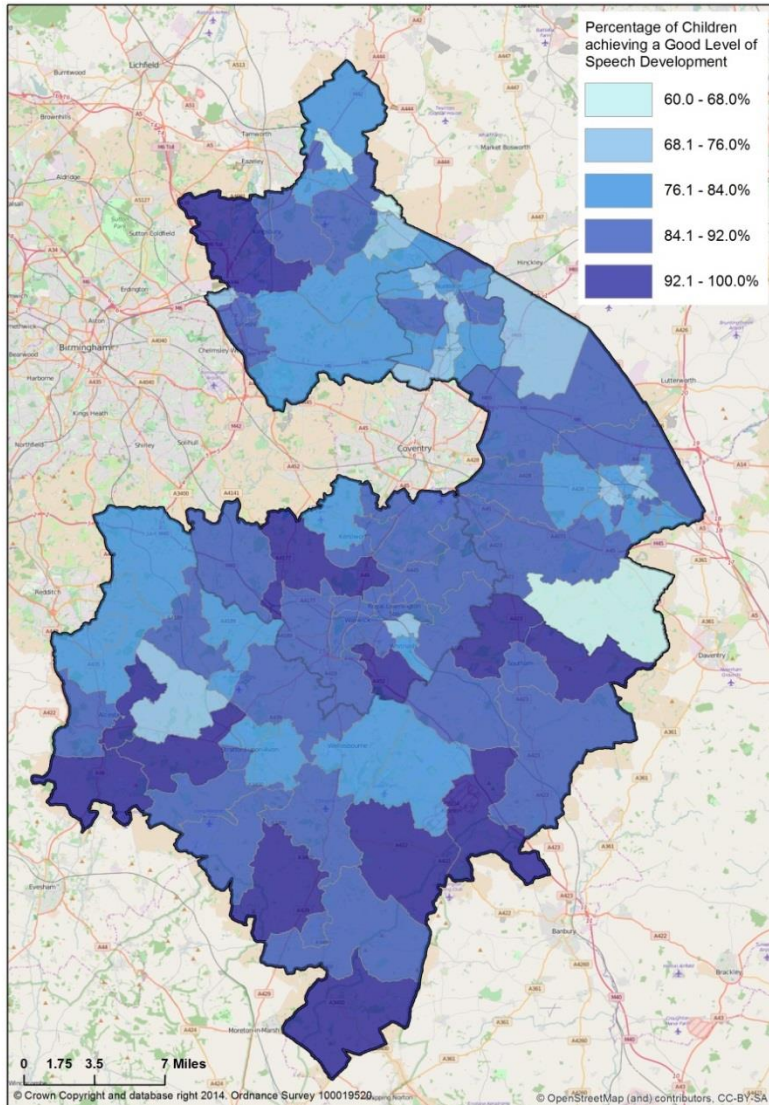
Good Level of Development (GLD): Health & Self-Care



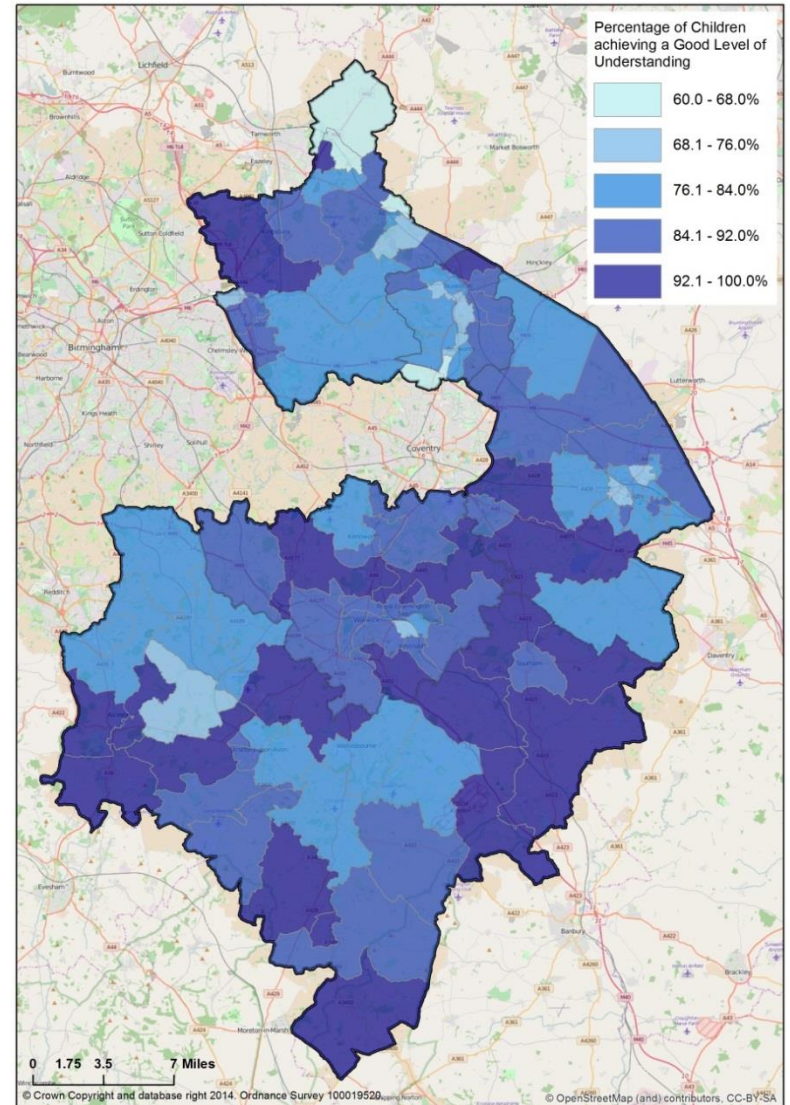
Good Level of Development (GLD): Moving & Handling



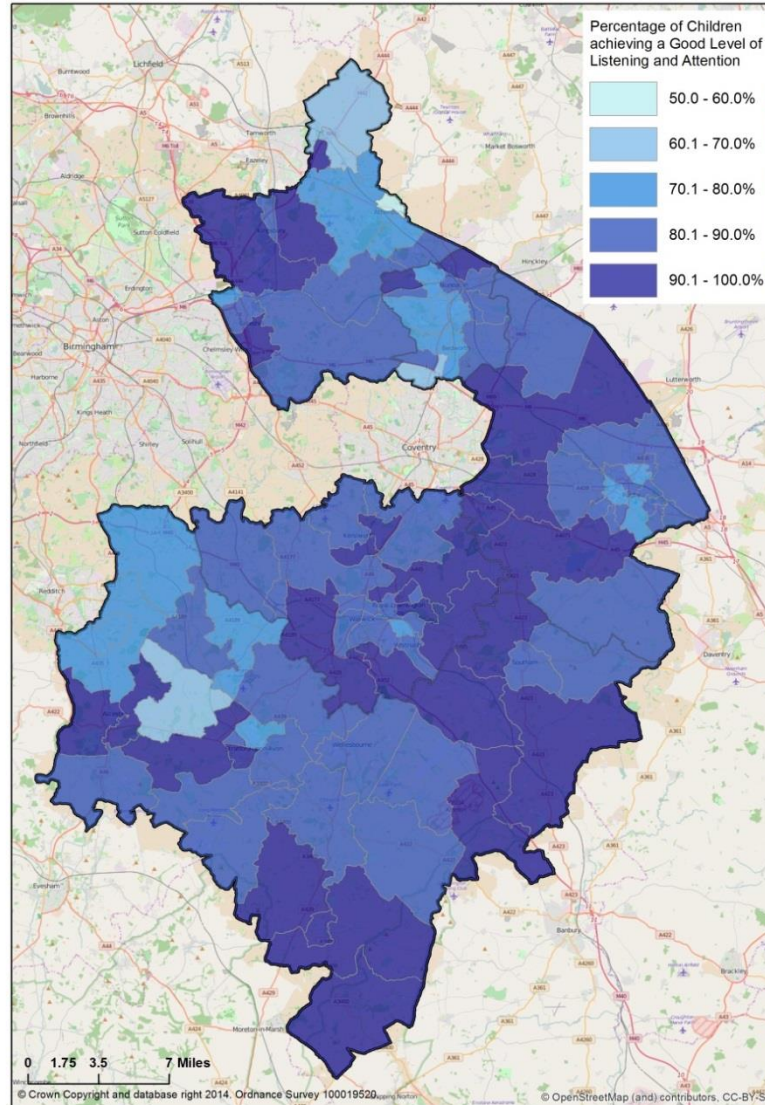
Good Level of Development (GLD): Speech Development



Good Level of Development (GLD): Understanding



Good Level of Development (GLD): Listening & Attention



Our aspiration for what school-ready children should look like...

Recognise numbers and quantities in the everyday environment

Participate in music activities such as singing

Have good oral health

Are able to take turns, sit, listen and play

Are able to communicate their needs and have a good vocabulary

Are able to socialise with peers and form friendships

Are independent in eating

Develop motor control and balance for a range of physical activities

Are independent in getting dressed and going to the toilet



Have received all childhood immunisations

Are well nourished and within normal weight for height

Why invest in school readiness?

Failing to invest sufficiently in quality early care and education short changes taxpayers because the return on investment is greater than many other economic development options



Every **£1** invested in quality early care and education **saves** taxpayers up to **£13** in future costs



For every **£1** spent on early years education, **£7** has to be spent to have the same impact in adolescence



The benefits associated with the introduction of the literacy hour in the UK outstrip the costs by a ratio of between **27:1** and **70:1**



Targeted parenting programmes to prevent conduct disorders pay back **£8** over six years for every **£1** invested with savings to the NHS, education and criminal justice system

Why invest in school readiness?

Early years interventions have been shown to have a higher rate of return per investment than later interventions. The costs of delivery per child are outweighed by the benefits to the individual, taxpayers and others through improved educational outcomes, reduced healthcare costs, reduced crime and increased taxes paid due to increased earnings as adults.

Nationally recognised programmes



Programme	Cost	Benefit	Benefit to cost ratio	Description
Curiosity Corner	£78	£5,466	70.08	36 week programme designed to improve pupils' oral language and literacy, as well as their cognitive, mathematical, social, personal, creative and physical development
Family Nurse Partnership	£7,562	£14,694	1.94	Designed to serve low-income, at-risk pregnant women bearing their first child to promote the child's development & provide support & instructive parenting skills.
Early childhood education	£6,141	£11,525	1.88	Provided via the National Curriculum
Perry preschool programme	£13,393	£21,598	1.61	Programme based on highly influential breakthrough study proving the essential impact of early intervention in shaping the lives of young minds.

Why invest in school readiness?

Warwickshire-based programmes



Triple P Programme

Cost
£118

Benefit
£596

Benefit to cost ratio
5.05

Aims to increase the skills & confidence of parents in order to prevent the development of serious behavioural & emotional problems in their children.

Family Nurse Partnership

Cost
£7,562

Benefit
£14,694

Benefit to cost ratio
1.94

Designed to serve low-income, at-risk pregnant women bearing their first child to promote the child's development & provide support & instructive parenting skills.

Baby Steps

Cost
£TBC

Benefit
£TBC

Benefit to cost ratio
TBC

An NSPCC ante-natal programme helping vulnerable parents cope with the pressures of having a baby.

Henry Programme

Cost
£TBC

Benefit
£TBC

Benefit to cost ratio
£TBC

Programme delivering responsive packages of support to tackle childhood obesity

Time to Talk

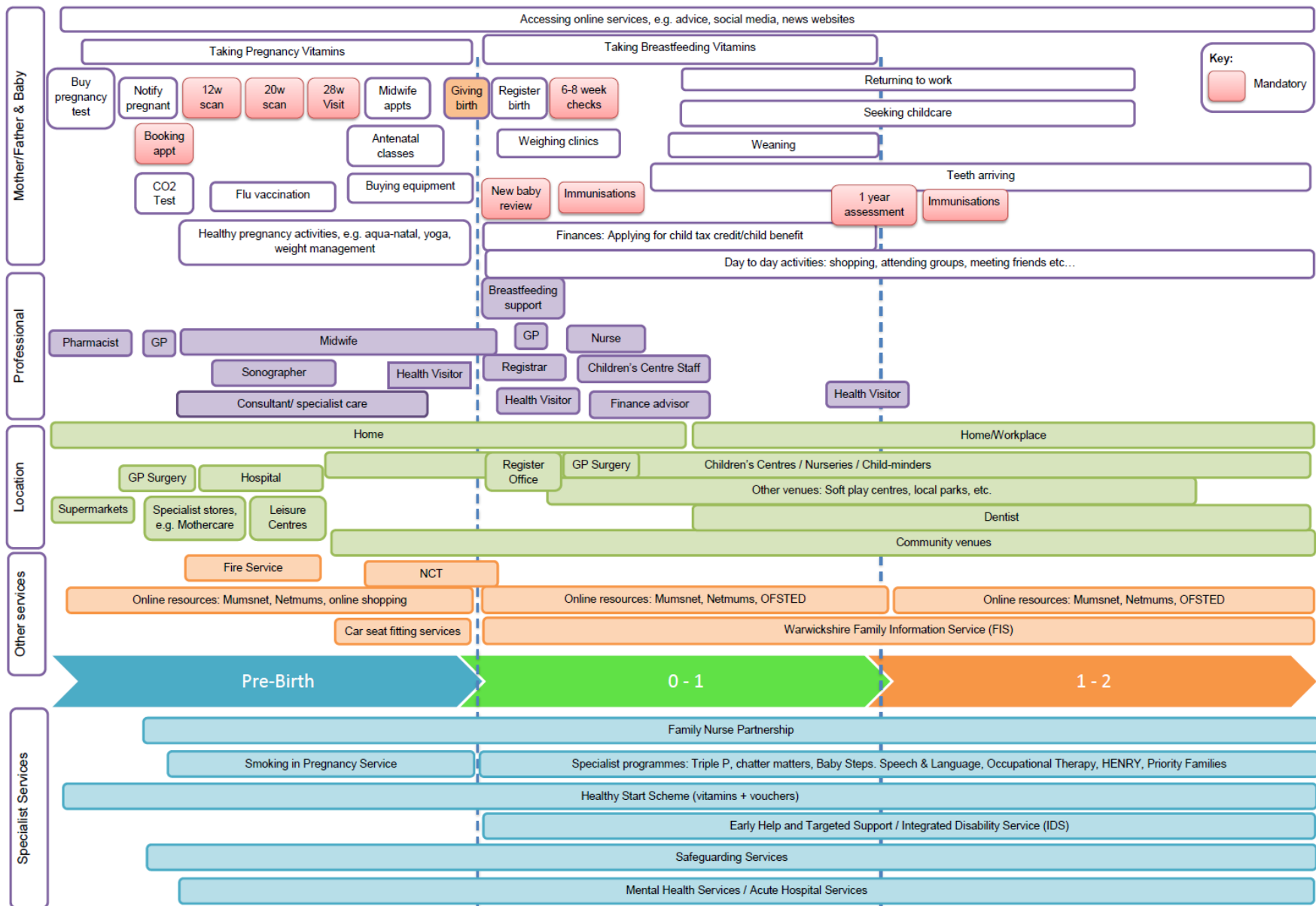
Cost
£TBC

Benefit
£TBC

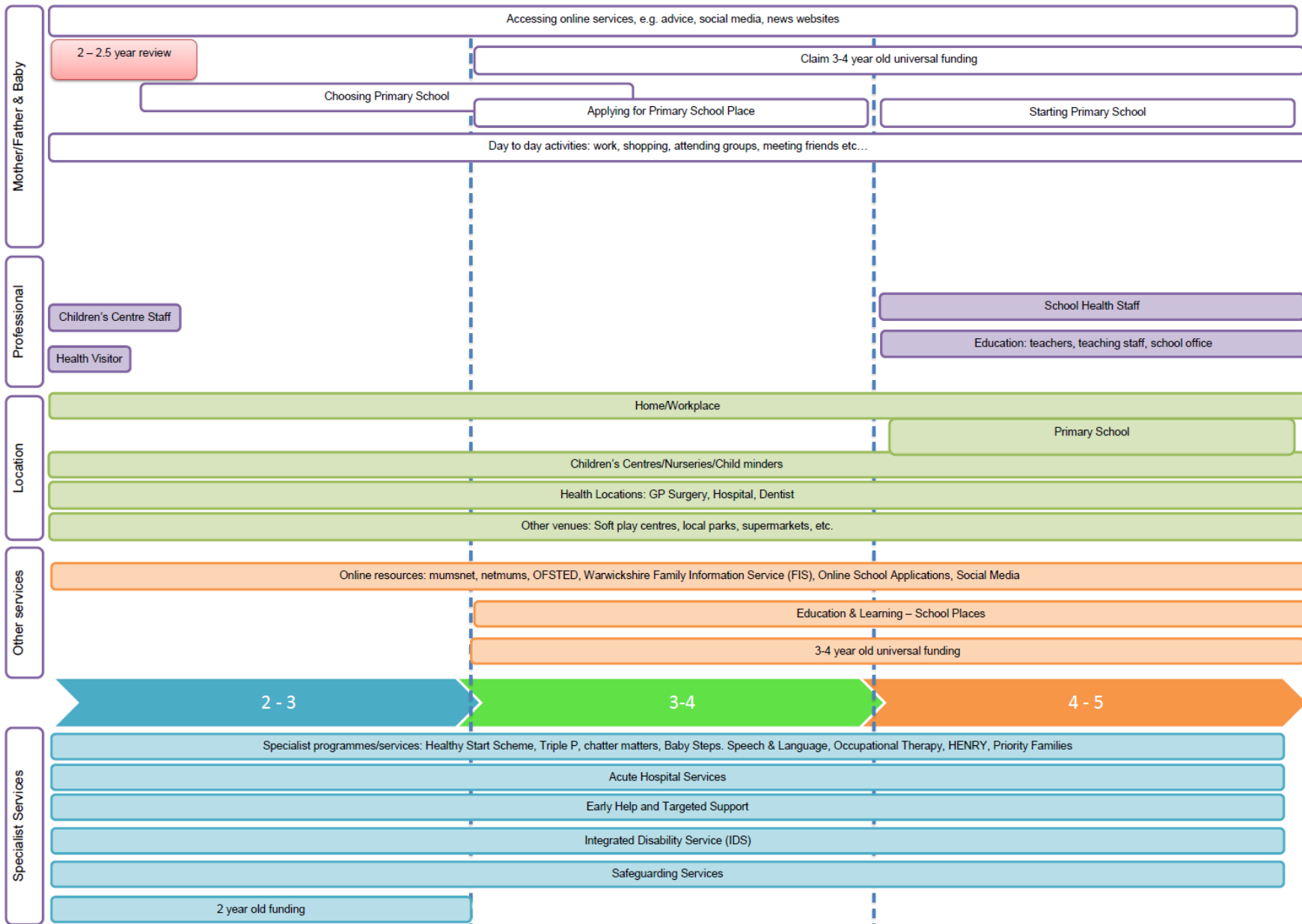
Benefit to cost ratio
TBC

Warwickshire's strategic approach for Children's Centres & targeted Early Years and Childcare settings. Aims to improve outcomes in language and communication for children.

0-5 Services Journey



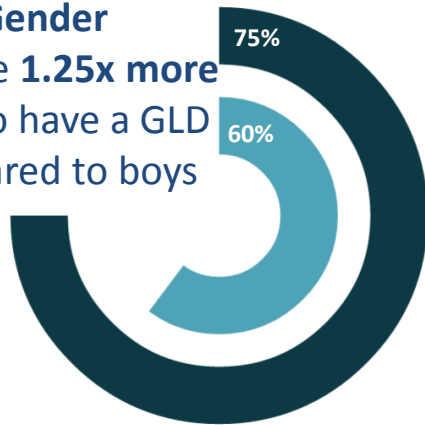
0-5 Services Journey



Warwickshire Inequalities in School Readiness (2014/15)

Gender

Girls are **1.25x more** likely to have a GLD compared to boys



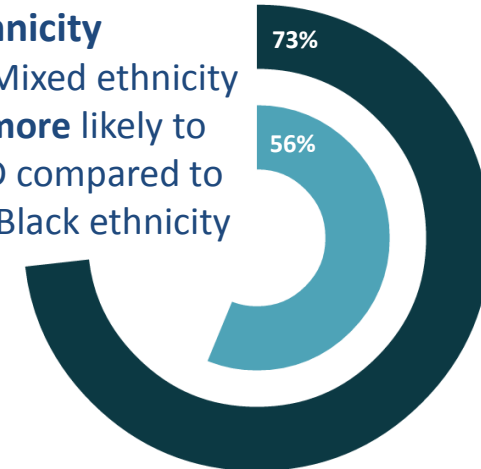
Free school meals

Pupils who are not eligible for FSM are **1.4x more likely** to have a GLD compared to those who are eligible for FSM



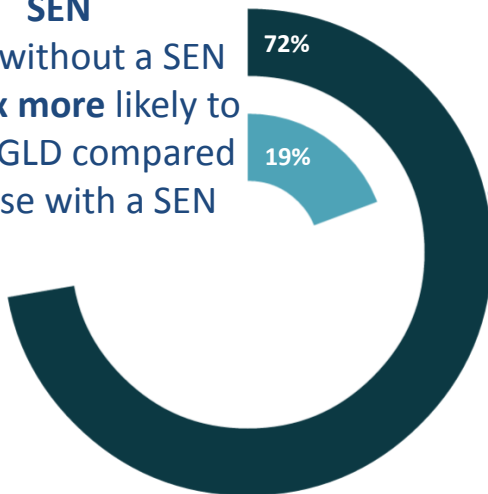
Ethnicity

Pupils of a Mixed ethnicity are **1.3x more** likely to have a GLD compared to pupils of a Black ethnicity



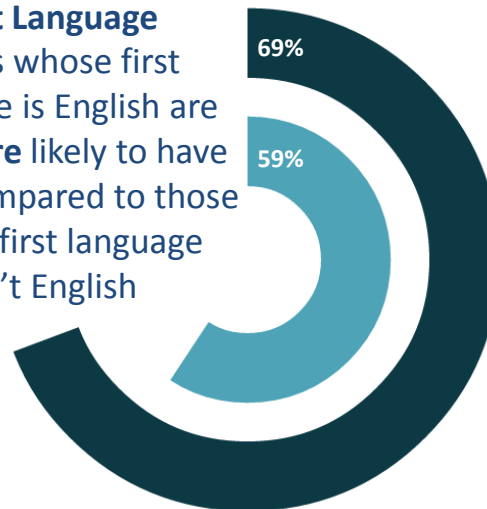
SEN

Pupils without a SEN are **3.8x more** likely to have a GLD compared to those with a SEN



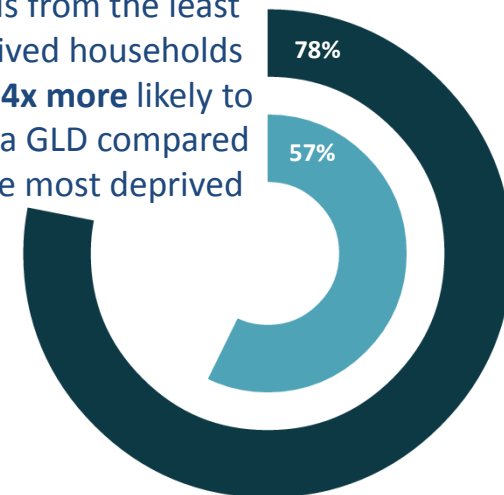
First Language

Pupils whose first language is English are **1.2x more** likely to have a GLD compared to those whose first language isn't English



Deprivation

Pupils from the least deprived households are **1.4x more** likely to have a GLD compared to the most deprived



Indicators of school readiness in Warwickshire

Ready families + Ready children + Ready communities + Ready services
= Children ready for school success

Latest Data Included

Ready children

School readiness: % Children achieving a good level of development at the end of reception (2014/15)



66.3%



67.2%

Child mortality rate, per 100,000 population (1-17 years) (2011-13)



11.9



10.1

Emotional wellbeing of LAC, score (2013/14)



13.9



13.1

% of children recorded as SEND who are "school ready" (2013-15)



21.0%



16.7%

Infant Mortality, per 1,000 live births (under 1 year) (2011-13)



4.0



3.5

Hospital Admissions for mental health conditions, rate per 100,000 (aged 0-17) (2013/14)



87.2%



88.4%



Not Sufficient Data to Compare



Better than England average



Similar to England average



Worse than England average



England



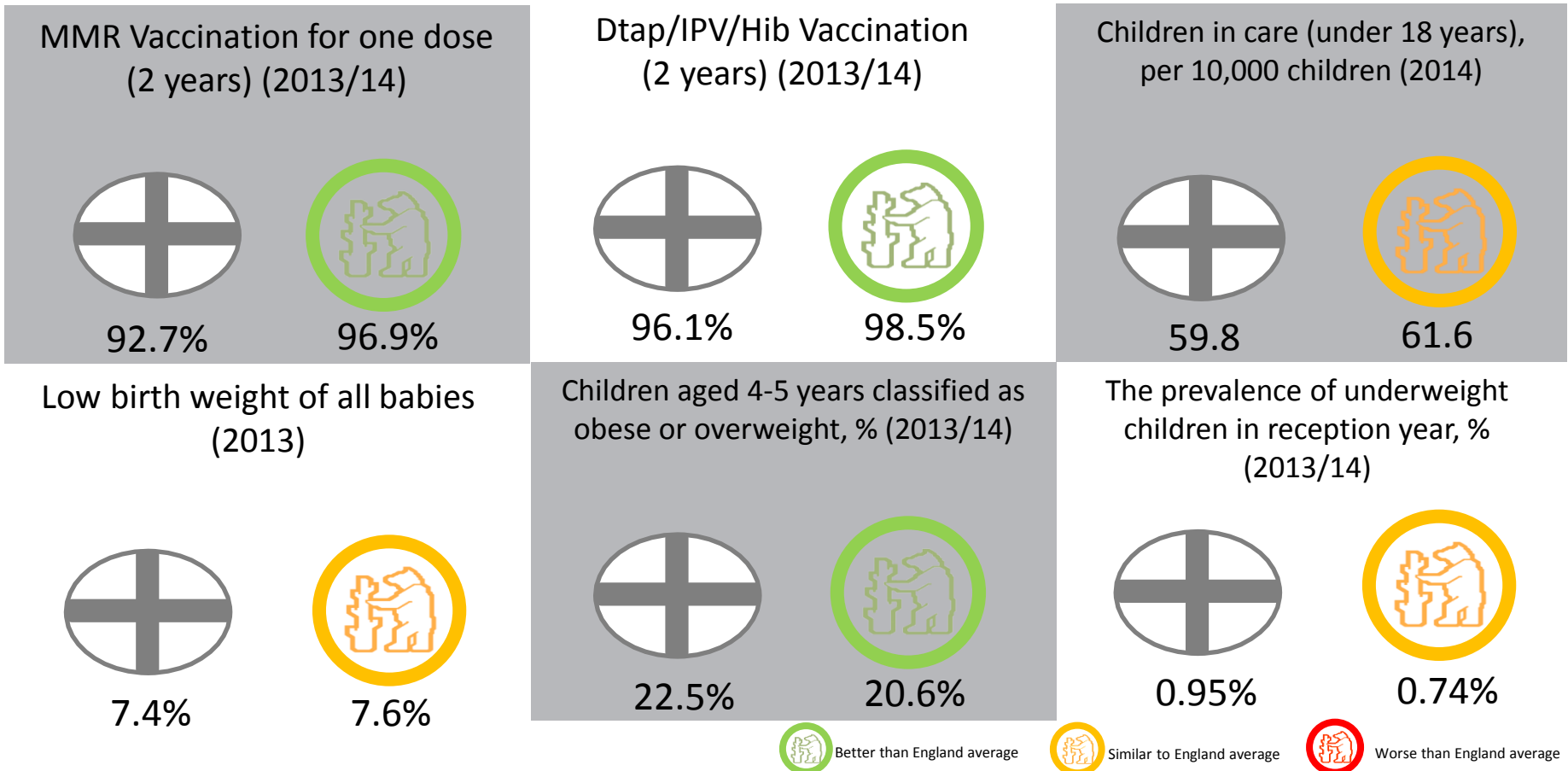
Warwickshire

Indicators of school readiness in Warwickshire

Ready families + Ready children + Ready communities + Ready services
 = *Children ready for school success*

Latest Data Included

Ready children



Indicators of school readiness in Warwickshire

Ready families + Ready children + Ready communities + Ready services
= Children ready for school success

Latest Data Included

Ready children

Smoking status at time of delivery (2014/15)



11.4%



11.5%*

Breastfeeding initiation (2014/15)



74.3%



72.1%

Breastfeeding prevalence at 6-8 weeks after birth (2014/15)



43.8%



46.9%

Children with one or more decayed, missing or filled teeth (5 years) (2011/12)



27.9%



20.0%

Children in Poverty (under 16 years) (2012)



19.2%



13.2%

Children who are the subject of a Child Protection Plan, per 10,000 children (2014/15)



42.9



47.7

*Unpublished figure, due to data quality issues



Higher than England average



Better than England average



Similar to England average



Worse than England average

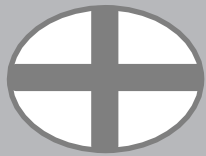
Indicators of school readiness in Warwickshire

Ready families + Ready children + Ready communities + Ready services
= Children ready for school success

Latest Data Included

Ready children

Children killed or seriously injured in road traffic accidents, per 100,000 population (0-15 years) (2011-13)

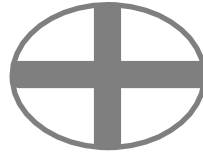


19.1



18.9

A&E attendances, rate per 1,000 population (0-4 years) (2013/14)



525.6



531.8

Hospital admissions caused by injuries in children (0-14 years), crude rate per 10,000 (2013/14)



112.2



125.3



Better than England average



Similar to England average



Worse than England average

Indicators of school readiness in Warwickshire

**Ready families + Ready children + Ready communities + Ready services
= Children ready for school success**

Latest Data Included

Ready families & communities

Flu Vaccinations in Pregnant Women (2014/15)

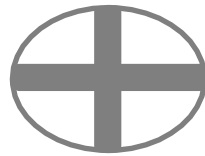


44.1%



47.4%

Under 18 conceptions per 1,000 females ages 15-17 years (2013)



24.3



23.4

Family homelessness (2013/14)



1.7%



1.7%

Children in Workless Households (2014)



13.2%



6.8%*

Teenage Mothers, % (2013/14)



1.1%



1.1%

Estimates marked * have a coefficient of variation >20 and are not considered reliable for practical purposes (ONS)



Better than England average



Similar to England average



Worse than England average



Indicators of school readiness in Warwickshire

Ready families + Ready children + Ready communities + Ready services
= Children ready for school success

Interim figures –
 Awaiting Validation

Latest Data Included

Ready families & communities

Number of families benefiting from the Family Nurse Partnership (FNP) programme (31st Aug 2015)



141

Achievement against fidelity goals for FNP - Recruitment



50.4%



54.7%

Achievement against fidelity goals for FNP – Pregnancy (80% of expected visits)



58.0%



63.0%

Achievement against fidelity goals for FNP – Infancy (65% of expected visits)



59.0%



66.8%

Achievement against fidelity goals for FNP – Toddlerhood (60% of expected visits)



60.0%



49.8%



Not Comparable



Better than England average



Similar to England average



Worse than England average

www.fingertips.phe.org.uk, gettingready.org, ChiMat and www.localhealth.org.uk

Department for Communities and Local Government (2012) *Live tables on household characteristics*

Department for Education (2014) *Provision for children under five years of age*

Department for Education (2015) *School children and their characteristics*



Indicators of school readiness in Warwickshire

Ready families + Ready children + Ready communities + Ready services
= Children ready for school success

Latest Data Included

Ready Schools / Services

Children and young people's experience of inpatient services (2014)

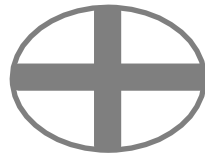


8.3/10*



8.4/10**

Proportion of 3 or 4 year olds accessing free childcare places (2011-15)



96%



101%***

% of children's centres to be judged to be good or outstanding by Ofsted (2015)



66%



79%

No. of 2 year old children benefiting from funded early education (2015)



58%



68%

*Estimated score, due to no overall score provided at an England level.

**Average of two out of three Trusts. George Eliot Hospital NHS Trust results not available.

***For 3 and 4-year-olds, the eligible population used to calculate take-up rates is the ONS resident population estimate, which does not take into account children being schooled outside of their home Local Authority.



Better than England average



Similar to England average



Worse than England average



England



Warwickshire

Domestic Violence in Warwickshire

Domestic Violence

Children exposed to domestic abuse suffer significant harm from the effects of witnessing such violence. The longer children are exposed to violence or domestic abuse, the more severe the effects on them are.

Research indicates that children in violent homes are:

7x

7 times more likely to commit suicide

50%

50% more likely to abuse alcohol or drugs

76%

Likely to commit 76% of crimes as young juveniles

MARAC

A Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency meeting which domestic abuse victims who have been identified as at high risk of serious harm or homicide are referred to.

In 2013/14, 538 cases were discussed at MARACs in Warwickshire, 87% of which were referred by the Police.

710

710 children were identified as living in MARAC case households.

Looked After Children in Warwickshire

Looked After Children (LAC)

690

There were 690 LAC in Warwickshire at 31st March 2015.



Slight decrease from 689 children on 31st March 2013

An increase of 18% compared to 31st March 2010.

62

The rate (per 10,000 children under 18 years) of LAC in Warwickshire has increased, from 52 per 10,000 at 31st March 2010 to 62 per 10,000 at 31st March 2014.



Higher than the England average, 60 per 10,000 children

Lower than the West Midlands rate, 73 per 10,000 children

24% 0-5s

The age profile of looked after children in Warwickshire at 31st March 2014 is similar to that of the England average and the West Midlands. Just under a quarter (24%) of LAC in Warwickshire were aged 0 to 5 years.

7.6%

Of pupils who were of compulsory school age and above, 7.6% had a first language which was known or believed not to be English, which equates to be just over 2,500 pupils in Warwickshire.

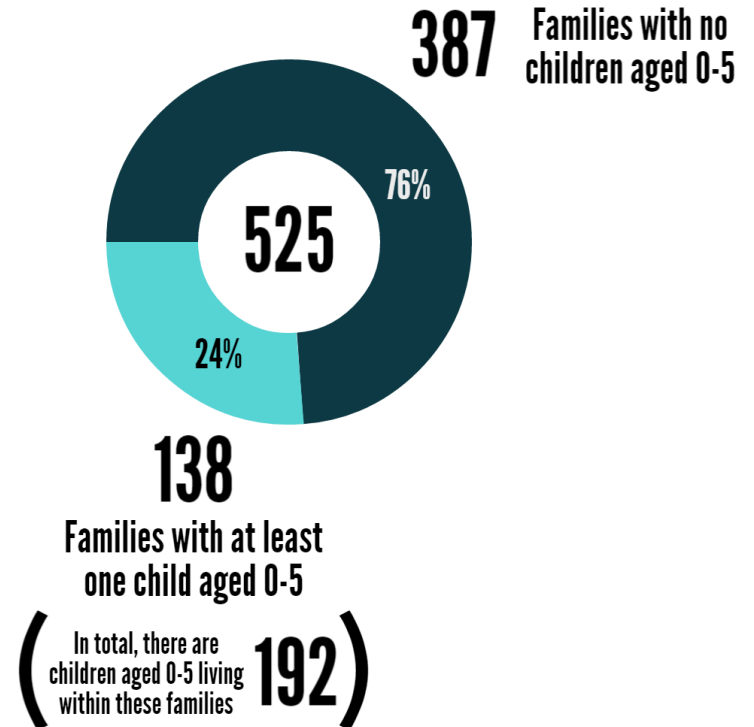


Lower than the West Midlands figure, 19.9% and the England figure, 18.1%

Priority Families in Warwickshire

Priority Families - Overview:

- Phase 2 of the Priority Families Programme runs from 1st April 2015 for up to 5 years. WCC agreed to be a pilot authority and became a 'First Wave Early Starter' for Phase 2 in September 2014.
- Since the start of Phase 2, 525 families have been identified as meeting the eligibility criteria for the programme.
- To assist with work that the 0–5 Strategy Group are under taking, information has been analysed for the 138 families with at least one 0-5 year old child living with them.



(For the purposes of this analysis, a child is identified as 0-5 if their birthday falls on or after July 11th 2009).

Priority Families - Key Findings:



- Within Camp Hill, over 50% of all current Phase 2 families identified as eligible for the Programme contain at least one 0-5 year old.
- Across Warwickshire, where the registration status is known, 80% of 0-5 year olds are registered with a Children's Centre.
- Registration at Children's Centres is highest in the Nuneaton & Bedworth district (87%) - excluding Camp Hill (85%) and Wem Brook (67%).
- 71% of the families where benefit status is known include a household member on an out of work benefit.
- Nearly 40% of families with 0-5 year old children where benefit status is known have a family member claiming Carers Allowance.

Priority Families - Key Findings:



- 32% (44) of these families have some form of Crime / ASB recorded within the household.
- 48% (66) of these families have at least one school age child with attendance / behavioural issues at school.
- 68% (94) of these families have been identified as having at least one child that 'needs help.' This can range from a professional identifying that a child needs early intervention, through to the more serious levels of a child with a Child Protection Plan in place
- 80% (111) of these families have been identified as at risk of financial exclusion. This includes factors such as out of work benefits being claimed, a person not in education, employment or training in the household, or the family having financial difficulties, rent arrears, and risk of eviction.
- 42% (58) of these families are or have experienced domestic violence / abuse issues.

Priority Families in Warwickshire

Priority Families - Key Findings:



Breakdown of Priority Families with at least one 0-5 Year old

	Families with 0-5 year old	All Families	%
Camp Hill	15	29	52
Nuneaton & Bedworth	38	142	27
Rugby	25	91	27
Wem Brook	5	19	27
North Warwickshire	14	57	25
Warwick	26	115	23
Stratford-on-Avon	15	72	21
Total	138	525	26

- As at July 10th 2015, 525 families have been identified as eligible for Phase 2 of the Priority Families Programme. Of these, 138 families have at least one child aged 0-5 years old – that equates to just over a quarter of all priority families.

Priority Families – Free School Meals:



All Warwickshire Phase 2 children were included in the analysis in March which looked at analysing Free School Meal data alongside family data to identify families that were claiming a worklessness benefit but had children that were not registered as eligible for claiming Free School Meals.

Of the total families included in the analysis:

- 369 were confirmed as claiming a worklessness benefit (at Jan 15).
- The 369 families were home to 870 children and young people.
- 42% (363) of children living in these priority families were registered as eligible for Free School Meals.
- 19% (168) of children living in these priority families were living in families which were confirmed as claiming a worklessness benefit but were not registered as eligible for Free School Meals*.

* Includes only those children who turned 4 before 31/8/14 and are in Reception now, up to those who were born after 1/9/99

Priority Families in Warwickshire

Priority Families – Free School Meals:



- 44 of the 168 (26%) families have children aged 0 to 5 years living within them. This is the number of families which have an adult confirmed as claiming a worklessness benefit but where children were not registered as eligible for Free School Meals.

District / Borough	Number of Priority Families with an adult confirmed as claiming a worklessness benefit but where children were <u>not</u> registered as eligible for Free School Meals	Proportion of Priority Families with an adult confirmed as claiming a worklessness benefit but where children were <u>not</u> registered as eligible for Free School Meals (%)
Nuneaton & Bedworth	17	39%
Stratford-on-Avon	9	20%
Warwick	7	16%
North Warwickshire	6	14%
Rugby	5	11%
TOTAL	44	100%

What works to improve school readiness?



- Good maternal mental health
- Integrated health & social care services
- Learning activities, including speaking to your baby and reading with your child
- Enhancing physical activity
- Parenting support programmes
- High-quality early education

The role of early years staff, primary care and health visitors to enable school readiness



- Understand attachment
- Understand the importance of speech and language development
- Support effective parenting
- Develop practitioners and managers who are skilled and competent
- Coordinated early years programme

Maternal mental health and school readiness

One of the **strongest predictors of wellbeing** in early years is the mental health and wellbeing of the mother or caregiver

Perinatal mental illnesses affect at least 10% of women

Impact of maternal depression on school readiness

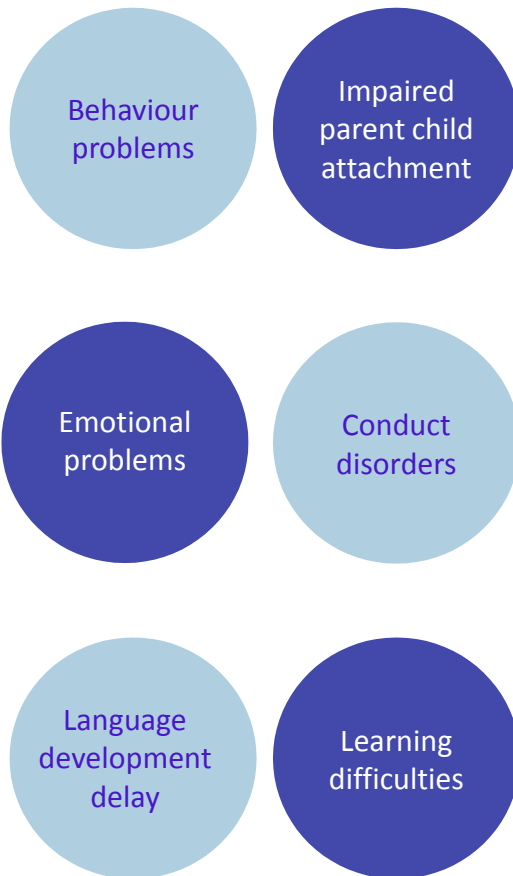
Actions to reduce maternal depression include

What's currently being done in Warwickshire?

As there were 6,100 births* in Warwickshire in 2014, this implies that around 610 women in Warwickshire could be suffering from a perinatal mental illness, and its effects may be long-lasting

5x

Children of mothers with mental ill-health are **five times** more likely to have mental health problems themselves



Development of a shared vision or plan



Effective screening & referral to services



Family strengthening and support



Increased public awareness

Development of a shared vision or plan:

New service model commissioned with an agreed service specification and Warwickshire wide pathway for universal to specialist services in place.

Increased public awareness:

New service model formally launched 1.11.15. Media and communications strategy to raise awareness. Presentation slots to inform GPs at PLT sessions and Members Council.

Maternal mental health services (For high-level needs only).

Awareness and low level support available through statutory/currently commissioned public services.

*2012-based projection

ChiMat (2015) *Key risk factors indicating harm or poorer developmental outcomes in children* (Accessed: 10/09/2015) <http://atlas.chimat.org.uk/IAS/profiles/profile?profileId=48&geoTypeId>

Greater London Authority (2014) *London mental health: The invisible costs of mental ill health*

Department of Education, Department of Health (2011) *Families in the foundation years evidence pack*

Children's Defense Fund Minnesota (2011) *Maternal depression and early childhood*

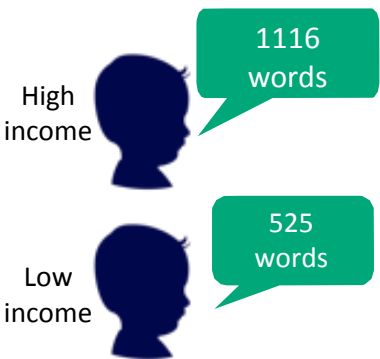
Learning activities and school readiness

A child's communication environment is a **more dominant predictor** of early language than their social background

Language proficiency is a **key predictor** of school success

Actions to improve a child's communication include

What's currently being done in Warwickshire?



61% of low income children have no books at home

1 in 4 children leave primary school without reading well

this rises to

2 in 5 poorer children leave primary school without reading well

£23 billion

If all children were reading well by age 11, GDP in England in 2020 could be an extra £23 billion

1. Research

Social marketing to identify current practices & potential cultural barriers

2. Develop

Development of a strategic plan, including development and dissemination of resources

3. Implement

Dissemination of information to reach the community using existing structures

4. Evaluate

This should include short-term process measures and agreed long-term outcome measures

Time to Talk programme collect and analyse data from across schools and settings in Warwickshire. 2015 report shows children achieving their full potential language potential had risen from 27% to 51%. IDS support to children with SaLT in PVI and mainstream early years 0-4 provisions, research status to be confirmed

Review of speech and Language (SaLT) provision completed 2015 including forward plan. Pressures on 0-5 provision acknowledged in report and raised with Smart Start Strategy group. To be considered by strategy group as part of Smart Start Strategy

Ongoing support and development for [Speech & Language Champions](#) – including [termly cluster meetings](#) and tailored Continuing Professional Development; [Annual conference/celebration](#); Peer support; Speech and Language Therapist visits and liaison; Support with Language Enrichment; Partnership working with Speech and Language Therapist; [Resources](#) provided (posters, leaflets, ['chatter matters'](#)™ week).
SEND provision

Time to Talk. Other programmes to be confirmed.

By the **age of 3** children from low income families have:

- heard on average **30 million fewer words** than children in high income families
- half the vocabulary** of children in high income families

Enhancing physical activity and school readiness

Physical activity for young children is an important component of early brain development and learning

Movement skills such as eye skills and manipulative skills help children access curricular activities with **enjoyment and success**.

Communication skills **depend** on well developed physical skills



1 in 10 children

aged 2–4 meet the CMO guidelines of being physically active daily for **at least 180 minutes (3 hours)**, spread throughout the day

Benefits of physical activity include:



Helps develop coordination and movement skills



Promotes healthy weight



Strengthens developing muscles and bones



Helps children develop social skills

Actions to promote physical activity in early years include



Plan and develop

Develop initiatives which target adults who interact with children in the early years



Work with parents and carers

Provide information on the importance of physical activity and what counts as physical activity



Work with early years settings

Integrate physical activity into the daily routine when planning activities

What's currently being done in Warwickshire?

Health Visitors in Warwickshire have been trained to deliver the HENRY approach which is a behaviour change approach promoting healthy lifestyles to families with 0-5 year olds with the aim of reducing the risk of obesity in childhood and later life.

Change Makers, a 9 week health behaviour change programme, is delivered across Warwickshire to families with 4-12 year olds where a child has been identified as overweight/obese

Parenting support programmes and school readiness

Parenting has a **bigger influence** on a child's life chances in the early years than education, wealth or class

Effective, warm, authoritative parenting gives children confidence, stimulates brain development and the capacity to learn



2 in 5 children

miss out on 'good' parenting

Supporting parents with parenting programmes has a **positive impact** on both parents' and children's wellbeing and mental health and is an **important** part of prevention and early intervention

Impact of parenting support programmes on school readiness

Benefits of the Family Nurse Partnership include better:

- language development
- vocabulary and mental processing
- emotional development
- attention and behaviour

Benefits of early family training/parenting support include improved:

- numeracy skills
- vocabulary
- letter identification
- emergent writing skills
- parent-child interaction

Actions to improve parenting support programmes include



Understand parents' needs and how to engage them



Intervene early to maximise impact and reduce longer-term costs



Increase the **accessibility** of programmes



Ensure **better integration** and **co-ordination** of parenting support services



Improve the **quality** and build the **evidence base** for support services

What's currently being done in Warwickshire?

Triple P evidenced based parenting programme for families across the age ranges 0-12 and 12 to teen, offered through Family support Workers

Family Nurse Partnership, voluntary home visiting programme for young mothers 19 and under, and their partners: FNP aims to improve pregnancy outcomes by supporting mothers-to-be to make informed choices about healthy pregnancy behaviours, as well as improving the future life course of young mothers, by supporting them to make changes to their lives and providing them and their babies with a better future.

Baby Steps: a perinatal educational programme for parents in the run up to the birth of their baby and afterwards. Designed to help prepare people for becoming parents, not just for the birth itself.

Parenting Development Team: promote, coordinate and fund training in the delivery of evidence based parenting programmes across Warwickshire

Solihull Approach training for Health Visitors, Children's Centres

High-quality early education and school readiness



By the **age of five** the brain forms as many as

700

neural connections per second

High-quality early years education **significantly improves** child health and educational outcomes, particularly for disadvantaged children

2.5x

The average **economic benefit** of early education programmes for low income 3 and 4 year-olds is nearly **2.5 times** the investment

20-50%

If all low income children received high-quality early education the gap in achievement could be closed by as much as **20-50%**

Impact of high-quality early education



Improved school readiness



Improved future academic attainment



Improved future productivity



Higher levels of employment



Less involvement in crime

Actions to improve high-quality early education include

Systems Development

- Continued and increasing investment
- Integrated services
- Workforce training

Structural Development

- Favourable staff to child ratios
- encouragement of parents to support and engage more actively
- focus on cognitive and non-cognitive aspects of learning

Process Development

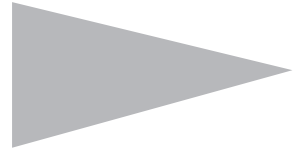
- Adoption of more responsive and nurturing staff: child relationships
- Work towards an equal balance of child and adult initiated activity

What's currently being done in Warwickshire?

Statutory functions provided for settings requiring support to improve, Wider advisory support and training available via a traded service. Sector awaiting information from DfE regarding funding and future investment. Integrated delivery in this sector has reduced however, integration between EYFS settings, Schools and IDS strengthened. Workforce training available via early years advisory team traded service. LA looking at future systems for quality improvement.

Child staff ratios are a statutory requirement. Area for further consideration linked to training and development.

As above



A number of themes emerged as a result of a visioning exercise around stopping and re-designing existing and starting new services or initiatives:

1. Agencies working together to deliver integrated services
2. Better communication between partners and with the public
3. Availability of consistent sustainable support from conception
4. Equal access to a range of Family Support, including childcare and mental health
5. Building on existing good practice to deliver outreach models
6. Engagement and co-production with parents to build community capacity.

Useful resources

School readiness

<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015>

Early Years Profile - Warwickshire

<http://atlas.chimat.org.uk/IAS/profiles/profile?profileId=52&geoTypeId=>

Children & Young People's Benchmarking Tool

<http://fingertips.phe.org.uk/profile/cyphof>

Child Health Profiles

<http://www.chimat.org.uk/profiles>

Warwickshire Joint Strategic Needs Assessment (JSNA)

<http://hwb.warwickshire.gov.uk/>

Image credits

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- Infographics produced using www.piktochart.com
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- Team by Stephen Borengasser from the Noun Project
- School by Chris Cole from the Noun Project
- Children by Gilad Fried from the Noun Project
- "Role of early years staff primary care and health visitors to enable school readiness" - WCC Business & Commissioning Intelligence Service (2015) *Warwickshire Local Authority's offer for 0-5 Year Olds & Their Families*
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Credits



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