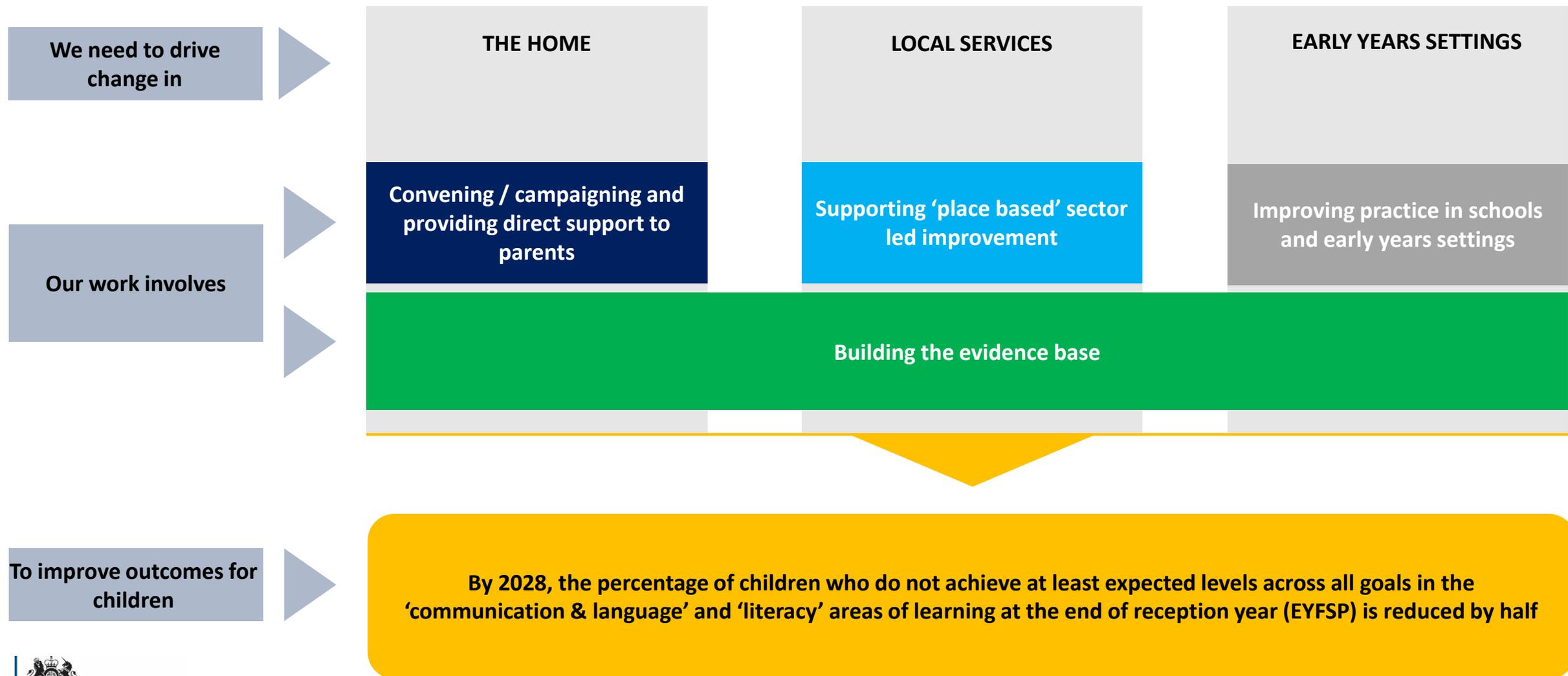


DfE Early Years Social Mobility Programme: Summary



DfE Early Years Social Mobility Programme: Projects

| | Project | Overview |
|----------------|--|---|
| THE HOME | Home Learning Environment campaign | Public facing campaign to disseminate and embed knowledge on what parents can do with their children to promote communication, language and literacy development in the home ('chat, play, read'). It is underpinned by a published Behaviour Change Model . |
| | HLE trials (in partnership with the Education Endowment Foundation) | £4m investment to trial 4 HLE programmes in the north of England (in collaboration with the EEF). The trials aim to find out and evaluate 'what works' to support and improve children's early language and literacy development in the home. |
| | HLE apps | Competition to identify high quality early years language, literacy and communication smart phone and tablet apps, with the aim of making these freely accessible for disadvantaged families in 12 pilot areas. |
| LOCAL SERVICES | Local Government Programme | <p>We are investing £8.5m to engage local leaders and spread best practice and innovation. This programme includes:</p> <ul style="list-style-type: none"> Peer reviews in up to 30- local authorities, delivered by the Local Government Association and Early Intervention Foundation (EIF). The peer reviews help local leaders to assess their early years system and their effectiveness in achieving positive early language outcomes. Approx. £6.5m of funding for 8, year-long projects (covering 27 LAs) to improve local service delivery and spread innovations and best practice across the wider system in improving early language outcomes. The Early Years Transformation Academy, delivered by the EIF will support 5 LAs over one year to re-design their early years and maternity systems These programmes are underpinned by: <ul style="list-style-type: none"> The 'Maturity Matrix' developed by the EIF. The maturity matrix is a self-review framework which describes a 'mature' early years system, with a focus on speech, language and communication outcomes. The Early Years Outcomes Dashboard. This is a tool for LAs which provides them with easy to use key metrics to benchmark their progress and compare themselves to their statistical neighbours. |
| | Early Language Partnership with Public Health England | <p>DfE partnership with Public Health England to train 1,000 health visitors in Speech, Language and Communication Needs (led by the Institute of Health Visiting). The training will be cascaded further through communities of practice and made available as an e-training module. We are also developing</p> <ul style="list-style-type: none"> A new Government copyright early language assessment tool for use by early years professionals (led by Newcastle University); and Guidance for local areas on how to develop a local early language pathway to improve how their services are integrated and delivered. |
| EY SETTINGS | Professional Development Programme | £20m investment to provide early language, literacy and numeracy training for the pre-reception workforce in CPD partnerships, made-up of school and PVI settings, in 53 LAs. |
| | What Works Fund (in partnership the Education Endowment Foundation) | Investment in building the evidence base for 'what works' to improve early (language) outcomes in early years settings. We invested £1.4m in Round 1 and plan to invest a further £3.6m for Round 2 over the next two years. |
| | English Hubs | Programme to drive improvement in early language and literacy through 34 high performing hub schools and literacy specialists. The programme focusses on supporting excellent teaching of reading, with a focus on systematic synthetic phonics and early language in school-based Early Years and Key Stage 1. |
| | Strategic School Improvement Fund (SSIF) - Early Years Theme | £280m fund to allow LAs, multi-academy trusts and teaching schools the capacity support school improvement using evidence-based approaches. Final round in 2018 supported bids for reception year and early years, such as nursery classes and 'feeder' early years providers. |
| | School Nursery Capital Fund | A capital bidding round of £30 million to create new high-quality school-based nursery places for 2, 3 and 4 year olds to deliver the Government's commitment to build more school-based nurseries, and to boost social mobility. |

Voluntary and Community Sector Grants: Projects

| | Project | Overview | Project leads |
|------------------------------|---|---|--|
| CLOSING THE DISADVANTAGE GAP |  | Improving the home learning environment - project to provide more targeted support to 2,500 families living in seven communities across England where levels of disadvantage are high and large numbers of children are starting school without the literacy skills expected for their age. NLT will train volunteers from local businesses who will join early years professionals at public events in the places parents are already visiting with their children, such as shopping centres and coffee shops, to show parents short, simple and fun activities they can do at home to build their children's language. | judith.parke@literacytrust.org.uk Rosemary.Thomas@literacytrust.org.uk |
| |  | Change the Conversation about Language - A project located in 3 metro mayoral regions working strategically with local stakeholders and local community practitioners to engage disadvantaged parents using a) Easy Peasy app b) parent champions c) Tots Talking intervention for high need families to prompt families to enhance parent child interaction. | breitemeier@ican.org.uk lreeves@ican.org.uk |
| |  | BME Wellbeing Champions Targeted Outreach (WCO) - A culturally tailored approach to improve HLE for disadvantaged BME parents. Activities include a) peer support and parent facing digital support to empower parents to improve HLE and raise awareness on benefits of the early years entitlements; b) accredited EY Practitioner facing digital resources to support practitioners improve inclusion and wellbeing. | Mike.kelly@tiow.org Claire.kelly@tiow.org |
| |  | The Scouts Early Years Pilot Programme (Hedgehogs) - Partnership with Action for Children to co-create and test a national volunteer-led Early Years programme for children aged 4-5. Face-to-face and digital interventions to improve HLE, extending scouts model down the age-range. | alan.hands@scouts.org.uk claire.bruce@scouts.org.uk |
| |  | First and Foremost - A programme focused on the HLE and early language development. Universal approach combining general support with targeted interventions for children, parents and practitioners. Activities include digital comms and support via EYs workforce in c. 8 areas and engagement with the sector on workload issues to identify areas of concern and consider possible solutions. | Michael.freeston@pre-school.org.uk sarah.geekie@eyalliance.org.uk |
| |  | Parent champions - sustaining parent champion networks to improve take-up of the EYs entitlements. | Megan.Jarvie@familyandchildcaretrust.org lizzie.hodgkins@familyandchildcaretrust.org |
| |  | Together for Twos (Tft) - a project which focuses on childminder school partnerships to improve childminder place capacity for disadvantaged children. Activities also include promoting the benefits of the entitlements and of childminding to disadvantaged families. | Theresa.Johnson@pacey.org.uk Sue.McVay@pacey.org.uk |
| EY SEND |  | Consortia programme composed of the Council for Disabled Children, Contact, ICAN & NAsen with a strategic focus working across LAs, parents and practitioners to bring about a culture shift towards SEND inclusion. Activities include using a self-review tool (developed with LAs and their partners); 5 regional programmes to improve take up; Level 3 training to improve workforce quality of SLCN provision; and support for the implementation of the forthcoming SLCN pathway developed by PHE/DfE. | PStobbs@ncb.org.uk CRees@ncb.org.uk TShorrocks@ncb.org.uk |
| |  | Training for 507 early years SENCO professionals and 23 trainers across 23 Local Authorities in a level 3 Early Years SENCO Award to support a culture shift to inclusion by ensuring that more early years settings have access to an appropriately trained SENCO. | adamb@nasen.org.uk alexg@nasen.org.uk MandyW@nasen.org.uk |