Early years - a sector to be proud of

**Quality and Outcomes**
- 95% of early years providers are rated *good and outstanding* – up from 68% in 2010.
- SEED quality report found significant improvements in quality since the EPPSE study
- Outcomes are improving – in 2018 71.5% of children aged 5 achieved GLD, up from 51.7% in 2013.
- Since 2013, the gap between disadvantaged children and others achieving a GLD has **narrowed by 1.7 percentage points** (from 19.0 ppts in 2013 to 17.3ppts in 2018).

**Entitlement Take Up**
- 92% of 3-year-olds, and 95% of 4-year-olds benefited from funded early education in Jan 2019
- In Jan 2019, **328,100 3- and 4-year-old children** benefited from the extended early entitlement (up 11% on Jan 2018)
- **Over 850,000 children** have accessed a funded two year old place since 2013, however take up has dropped slightly at 68%

**Workforce**
- Strengthened Level 2 qualification criteria – developed by the sector
- Trailblazer groups:
  - Level 3 apprenticeship standard published
  - Levels 2, 5 and 6 under development
- Gender diversity project lead by the Fatherhood Institute – [conference](#) planned for September
- Workload project

[Department for Education](#)
Early years - political context

Increased parliamentary scrutiny

- Cross government ministerial group on early years family support
- Three select committee reports on early years and early intervention
  - Education – Life changes inquiry
  - Science and Technology – Evidence-based early years intervention inquiry
  - Health – First 1000 days of life inquiry
- APPG for Childcare and Education report published on July 1 into financial sustainability of childcare providers

➤ And of course there is a spending review around the corner!
On average, disadvantaged children are four months behind at age five. That grows by an additional six months by the age of 11, and a further nine months by the age of 16.

Children with poor vocabulary at age five are more than twice as likely to be unemployed when they are aged 34.

“28% of children finish their reception year still without the early communication and reading skills they need to thrive. It’s not acceptable and tackling it must be our shared priority. My ambition is to cut that number in half over the next ten years.” – Damian Hinds, Secretary of State for Education, July 2018
By 2028, the percentage of children who do not achieve at least expected levels across all goals in the ‘communication & language’ and ‘literacy’ areas of learning at the end of reception year (EYFSP) is reduced by half.
At end May 2019, we have over 400 place-based EYs social mobility projects, across 7 initiatives, reaching 138 LAs*

That includes:

• 53 areas to benefit from the **Professional Development Programme** – intensive CDP targeted at settings in disadvantaged areas

• 106 areas to benefit from health visitor training in SLCN identification.

• 27 areas benefitting from the **Early Outcomes Fund**.

• 78 areas benefitting from **VCS grant funding**.

And there is more to come!

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*This reflects a snapshot in time, based on our programme management information, counting each ‘instance’ of one of our initiatives in an LA as a project.
Recap and next steps

**Why are we doing all this?**
- to understand what works, within the home, across local services and in early years settings, to support language development in the early years and improve outcomes – particularly for disadvantaged children
- To use that evidence to inform practice and inform local commissioning decisions
- To find the best ways to disseminate that information to local early years leads, to setting managers, to schools leaders and to early years practitioners across the country

**So what can you do now?**
- Understand what early years outcomes look like in your area via the [EY dashboard](#)
- Find out what projects are running in your areas on the [Foundation Years](#) website
- Think about how your LA or setting use the [Hungry Little Minds](#) campaign and resources to engage parents
- Sign up to Foundation Years [mailing list](#)

➢ We are also really keen to understand where and how you get your information, so we can find the best ways of keeping you informed. Please complete the survey on your tables to help us learn more!
Early Years Social Mobility Programme

The projects

June 2019

Department for Education
**Home learning environment campaign and coalition:** A national coalition of business, media and VCS organisations to support behaviour change in the home, supported by a national communications campaign

- Nov 2018 DfE hosted an HLE summit and published a [behaviour change model](#) to support language development in the home.
- “Hungry Little Minds” campaign launched 2 July: [https://hungrylittleminds.campaign.gov.uk](https://hungrylittleminds.campaign.gov.uk)
- A communications toolkit is available for partners to support the campaign – more content to be added in mid-July. Email the team for access.

**Home learning environment trials:** Randomised control trials in the north of England to test practical tools for supporting early language and literacy in the children’s home

- Four projects funded:
  - [Tips by Text](#) – over 2,700 families
  - [Level 4 Group Triple P](#) – 1,800 families
  - [The REAL programme](#) – 960 families
  - [ParentChild+](#) – 320 families

- Recruitment for all trials underway
- Trials due to report mid-late 2021
**Home learning environment apps:** Quality mark for educational apps and free apps for disadvantaged children in 12 pilot areas

- **Expert panel appointed** Jan 2019
- Educational criteria published 2nd July
- Accreditation process due to launch Summer/early Autumn to award quality mark to all apps meeting the standard

- Two quality marked apps to be procured and made freely available to families eligible for 2yo offer / EYPP as part of a pilot in 12 Local Authority areas
- 3-stage evaluation to test take-up, usage and impact on outcomes
- LA pilot and Stage 1 evaluation due to begin Jan/Feb 2020 in: Middlesbrough, Oldham, Halton, Stoke-on-Trent, Sandwell, Leicester, Enfield, Tower Hamlets, Brent, Peterborough, Luton and Plymouth

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DfE contact:  
sara.l'efquihi@education.gov.uk
### Local Services

**Local Government Early Years Programme:** Improve local areas focus on speech, language and communication need in the early years

**Peer Review programme**
- Early years speech and language maturity matrix developed by Early Intervention Foundation
- 63 reviewers trained and 11 peer reviews completed.
- Wave 2: 12 peer reviews scheduled
- Learning event: 9 July 2019

**Early Outcome Fund**
- 35 bids, 8 projects selected
- Projects involve 27 LAs (see next slide)
- First grant payment made to successful projects in April
- Ecorys appointed as national evaluator appointed

**Early Years LA Dashboard**
- Interactive comparison tool for LAs
- Composed of early years social mobility metrics (inc. language and literacy ambition set out by SoS in July 2018)
- Published on 6 June

**Speech & Communication Language partnership with PHE:** Improve the identification and support for children with SCL needs

**Health Visitor SLCN training**
- Delivered by Institute of HV
- Wave 1 complete – 384 HVs trained
- Wave 2 (national rollout) 64 sites underway

**SLCN pathway for local areas**
- Being developed by Public Health England’s Speech Communication and Language Expert Advisory Board
- Due to be published late summer

**SLCN Assessment Tool**
- Newcastle University developing Government copyright tool
- Testing in 5 pilot sites underway
- National rollout planned for Apr 2020

**DfE contact:**
- **Local Government Early Years Programme:** ina.selimic@education.gov.uk
- **Early Outcome Fund:**
- **Early Years LA Dashboard:**
- **Speech & Communication Language partnership with PHE:** rukhsana.hussain@education.gov.uk
## Local services: Early Outcomes Fund – successful projects

<table>
<thead>
<tr>
<th>Local area</th>
<th>Grant amount</th>
<th>Project overview</th>
<th>Key features</th>
<th>Examples of expected learning of national significance</th>
</tr>
</thead>
</table>
| Doncaster (with Sheffield, Rotherham and Barnsley) | £1m          | • Tackling delays in early communication skills across areas with high numbers of disadvantaged families.  
• Making the same early services accessible in all 4 local areas. | Partnership-wide SLCN strategy  
Upskilling workforce / planning  
Improved data gathering / sharing  
Parental support (HLE)  
Community ownership | • Insight into value-add of unusual university-led partnership (South Yorkshire Futures - Sheffield University).  
• Potential for regional impact via cross-LA workforce training strategy. |
| Halton                                           | £580k        | • Universal assessment using WELLCOMM, reducing SALT referrals by age 5          | ✓  
✓  
✓ | • Learning on a whole authority approach to universal assessment in a very disadvantaged area. |
| Leicester (with Derby and Nottingham)            | £800k        | • Reviewing and sharing best practice using the ‘Balanced System’ approach     | ✓  
✓  
✓ | • The use of the Balanced System model as a conceptual approach to EYs across 3 cities. |
| Wolverhampton (with Sandwell, Dudley and Walsall) | £515k        | • Partnering with the National Literacy Trust to focus on SLCN in the most disadvantaged areas in the Black Country. | ✓  
✓ | • Learning on the potential impact of upskilling local workforces across disciplines.  
• Integrating a local online tool for parents (information on development stages and tips to use at home) into a wider approach. |
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</thead>
<tbody>
<tr>
<td>Luton</td>
<td>£450k</td>
<td>- Expanding the ‘Flying Start’ programme (giving parents support from pregnancy to their child’s 5th birthday).</td>
<td>✔</td>
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<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>Improving a locally developed data capture tool - the Luton Advanced Tracking System.</td>
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<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>Learning on joint re-commissioning of services.</td>
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<tr>
<td>Salford (with 9 others as part of the Greater Manchester Combined Authority)</td>
<td>£1.5m</td>
<td>- Accelerate the implementation of the SLC Pathway across the 10 GM localities by increasing capacity and capability across a number of areas (e.g. workforce planning, data gathering, community ownership etc.).</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Manchester Metropolitan University strategic GM SLC Pathway, its implementation</td>
<td>✔</td>
<td></td>
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<td></td>
<td></td>
<td>- GM Early Years Academy</td>
<td>✔</td>
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<td></td>
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<td></td>
<td>✔</td>
<td>Independent evaluation of GMCA’s the impact of the GM Speech, Language and Communication Pathway and existing strategic approach packaged for dissemination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>Development of a regional workforce training academy across 10 LAs.</td>
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<td></td>
<td>✔</td>
<td>Learning on how to lead complex change across large groupings of LAs.</td>
</tr>
<tr>
<td>Staffordshire (with Stoke on Trent)</td>
<td>£780k</td>
<td>- Scaling up existing ‘Speak Out’ projects</td>
<td>✔</td>
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<tr>
<td></td>
<td></td>
<td>- Incorporating ‘chat, play, read’ into everyday activities</td>
<td>✔</td>
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<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>How to ‘mutually exchange’ best practice from one LA to another.</td>
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<td></td>
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<td>✔</td>
<td>Sharable resources and tools to help sustain key messages to families.</td>
</tr>
<tr>
<td>Swindon (with Gloucestershire)</td>
<td>£765k</td>
<td>- Targeted programme for 400 children at risk/showing signs of SLCN</td>
<td>✔</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td>Learning on impact of intensive targeting and graduated responses to SLCN, inc. reaching families through ‘feeder services’.</td>
</tr>
</tbody>
</table>
Early Learning for two year olds: Close the learning gap between disadvantaged children and their peers

DfE Contact: earlyyears.entitlements@education.gov.uk

**Behavioural Insights Trial**
- 9 LAs involved
- LAs using amended marketing material incorporating BI techniques/language
- Trial will reach approx. 10,000 parents
- Interim results available later in the year to see if marketing material has increased take up.

**Changing Lives through Childcare**
- Sessions organised by Childcare Works to help increase take up.
- Targeted support for LAs struggling with 2YO take up.
- Sessions targeted at professionals such as Jobcentre plus staff and Health Visitors to help them sell the benefits of the programme to disadvantaged parents.

Early Learning for two year olds: Close the learning gap between disadvantaged children and their peers

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**Professional Development Programme:** High quality CPD focused on improving workforce skills in language development, early literacy & numeracy

**Delivery partner appointment**

- Contractor appointed – Education Development Trust (EDT) with Elklan, [announcement made on 10 June](https://education.gov.uk/).
- Training will be piloted in the Autumn, with roll out ‘train the trainer’ training in selected areas, to Champions first, from Jan 2020.
- Cascade will run from around Sept 2020 until July 2021

**LA CPD partnerships**

- 53 LAs selected to participate (see next slide)
- First tranche payments made to support delivery
- LAs now recruiting partnership settings
- National evaluator procurement process underway

**Early years CPD What Works Fund:** EEF trials of evidence-based approaches to effective CPD in early years settings

**Round 1 projects underway:**

- [Early Years Toolbox](https://www.education.gov.uk/)
- [Learning Language and Loving It](https://www.education.gov.uk/) – The Hanen Programme for Early Childhood Educators
- [Manor Park Talks](https://www.education.gov.uk/)
- [PACT (Parents and Children Together)](https://www.education.gov.uk/)

**Round 2**

- Project selection complete
- Successful bids due to be announced shortly

**DfE contact:**

- **Early Years Settings:**
  - [EY.PDP@education.gov.uk](mailto:EY.PDP@education.gov.uk)
  - [Edward.Blackburn@education.gov.uk](mailto:Edward.Blackburn@education.gov.uk)
# Early Years Settings: Professional Development Programme - Participating LAs

## PDP Local Authorities

<table>
<thead>
<tr>
<th>Barnsley</th>
<th>Cumbria</th>
<th>Kent</th>
<th>North Yorkshire</th>
<th>St. Helens</th>
<th>Wirral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackburn with Darwen</td>
<td>Derby</td>
<td>Kingston Upon Hull, City of</td>
<td>Nottinghamshire</td>
<td>Stockport</td>
<td>Wolverhampton</td>
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<td>Blackpool</td>
<td>Derbyshire</td>
<td>Lancashire</td>
<td>Oldham</td>
<td>Stoke-on-Trent</td>
<td>Worcestershire</td>
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<tr>
<td>Bolton</td>
<td>Doncaster</td>
<td>Leeds</td>
<td>Plymouth</td>
<td>Suffolk</td>
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<tr>
<td>Bradford</td>
<td>Dudley</td>
<td>Leicester</td>
<td>Redcar and Cleveland</td>
<td>Sunderland</td>
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<tr>
<td>Brighton and Hove</td>
<td>Durham</td>
<td>Leicestershire</td>
<td>Rochdale</td>
<td>Tameside</td>
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<tr>
<td>Bristol, City of</td>
<td>East Sussex</td>
<td>Lincolnshire</td>
<td>Rotherham</td>
<td>Telford and Wrekin</td>
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<tr>
<td>Calderdale</td>
<td>Gloucestershire</td>
<td>Liverpool</td>
<td>Salford</td>
<td>Wakefield</td>
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<tr>
<td>Cambridgeshire</td>
<td>Halton</td>
<td>Middlesbrough</td>
<td>Sheffield</td>
<td>Wigan</td>
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<tr>
<td>Cornwall</td>
<td>Hertfordshire</td>
<td>Norfolk</td>
<td>Somerset</td>
<td>Wiltshire</td>
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</table>
Early Years Settings

**EYFS reforms:** Revising the early learning goals to bring in line with latest child development evidence, improve early years outcomes and reduce teacher workload

**DfE contact:** cath.gilligan@education.gov.uk

**EYFSP pilot**
- In September 2018, 24 schools began to pilot draft revised ELGs, revised approach to assessment & moderation.
- Evaluation is being carried out by the EEF – due to publish findings in the autumn
- Full public consultation planned for late autumn 2019
- Voluntary early implementation planned for Sep 2020,
- New ELGs and approach to assessment and moderation to become statutory from Sep 2021
- Currently considering workforce support package

**Non-statutory Curriculum Guidance**
- Curriculum guidance being developed through an update of the Development Matters non-statutory guidance
  - aims to focus practitioners and teachers on the importance of rich daily activities to improve outcomes and help reduce workload.
- Julian Grenier is leading this work with DfE.
- Stakeholder roundtable held on 22nd May
- Aim to roll out new curriculum guidance alongside the revised EYFS

**Schools nurseries capital fund:** To provide funding for high quality, schools-based, nursery provision

**DfE contact:** Gregory.walsh@education.gov.uk

- Bidding round launched in Sept 2018 and closed in November.
The fund was tightly bound around a number of eligibility criteria, particularly targeting:
  - Disadvantage – schools had to have at least 20% of pupils eligible for FSM
  - Quality – schools had to be Ofsted rated ‘Good’ or ‘Outstanding’
  - Need – LAs had to confirm the places would not be to the detriment of good, existing provision
- Deliverability and sustainability
- Relative proportion of deprivation in the school as measured FSM cohort
- Social mobility index
- We are funding 66 projects
Closing the Disadvantage Gap at age 5

1. Increase parents awareness on importance of HLE to improve quantity/quality of parent-child interaction
2. Improve awareness and knowledge of EEEs
3. School / childminder partnerships

EYSEND

1. Workforce confidence & knowledge to identify/support children with SEND
2. Increase parental confidence and knowledge
3. LA strategies
4. LAs (and partners) and develop/implement SLCN pathways
<table>
<thead>
<tr>
<th>Project overview</th>
<th>Milestones</th>
<th>DfE Contact</th>
</tr>
</thead>
</table>
| **Improving the home learning environment** through volunteering and digital support. | - Small Talk web app and supporting online materials developed for each of the 7 local areas.  
- 3,450 volunteers recruited through national partnerships. | Connie.BARRETT@education.gov.uk |
| Change the Conversational Language 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. | - 143 metro mayoral areas confirmed.  
- Community Practitioners recruited and trained on project, including Easy Peasy and Parent Champions. | Alison.Oakins@education.gov.uk |
| **BME Wellbeing Champions Targeted Outreach** (WCO) Culturally tailored approach to improve HLE for disadvantaged BME parents. Activities include: peer support and parent-facing digital resources to empower parents to improve HLE and raise awareness of benefits of EYFS. | - First tranche of HLE EPR culturally tailored awareness materials and parent support resource developed.  
- Wellbeing Champions training and online resource developed.  
- 22 EYFS faith/community settings across 6 regions engaged. | Rukhsana.Hussain@education.gov.uk |
| **Scouts** Early Years Pilot Programme Partnership Action for Children to co-create and test a national voluntary Early Years programme for children aged 4-5. | - Six Scout-led pilots in Newcastle, Blackburn, Birmingham, Bridgewater, Portland and Southampson.  
- Duchess of Cambridge visited our Early Years sections. Hedgehog took part in several activities with the Duchess. Media from the event reached 2.8 million. | Rukhsana.Hussain@education.gov.uk |
| **HLE - Closing the Word Gap** 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 and support via EYFS workforce. | - 2 webinars delivered, 6 in place. HLE online training programme developed.  
- SCF screening underway, training support for practitioners.  
- Engagement Champion: in the 8 projects area 190 families received additional support (Mar 18). Weekend Talk Topics messaging service to 500 families via WhatsApp launched. | Diane.Rainbow@education.gov.uk |
| **Parent champion network** to improve take-up of EYFS and P/T. | - Production of childcare entitlement resource (handbook)  
- Parent Champions National Conference. | Harinder.SAHOTA@education.gov.uk |
| **Together for Twins (TFT)** focus on increasing parental awareness of the 2 year old offer and promotion of childcare as a childcare or career choice. Activities include working in partnership with Local Centre Plus and Hants to provide information to parents. | - Local delivery plans agreed to support 2yr offer to HLE. Local engagement commenced.  
- Online resources to 2yr offer, partnership working, recruitment of CMEs specifically work with disadvantaged families. | Helen.Weale@education.gov.uk |
| **ConsentBox programme - CDC, Contact, ICAN & Nacewa 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).** | - Independent evaluation of the programme identified  
- EYSENCO Training for setting managers has now reached GEO managers. | Will.Plages@education.gov.uk |
| **EYSENCO** Training for 507 early years SEND professionals and 23 trainers across 23 Local Authorities in a level 3 Early Years SENDCO Award to support a culture shift to inclusion by ensuring that more early years settings have access to an appropriately trained SENDCO. | - Training of cohort 2 trainers completed. Cohort 1 practitioners (313) successfully completed the EYSENCO Level 3 Award.  
- 193 practitioners recruited to undertake EYSENCO Level 3 Award. | Diane.Rainbow@education.gov.uk |
changing the conversation about language

VCS Gants cont.

Parent Champions National Network
October 2018 – March 2019

- 160 Parent Champions
- 6200 Conversations with families
- 1900 Parent Champions schemes
- 1100 2 year olds in early years education

Parent Champions

Childminders can offer government-funded places
Enjoy some time for yourself, or learn a new skill while your child makes new friends.

Check your eligibility for 2-year-old funded places.

For more info on VCS grants contact: Rukhsana.Hussain@education.gov.uk and project grant managers on slide 11.
## Research and analysis publications: Recent and upcoming

### Recent publications:

<table>
<thead>
<tr>
<th>Research on child development and parental use of childcare</th>
<th>Research on childcare provider market</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Study of Early Education and Development: <em>Impact at age 4</em> report</td>
<td>- Provider Survey statistics on <a href="#">regional and LA-level provider fees</a></td>
</tr>
<tr>
<td>- <a href="#">Take-up of the free early education and entitlements</a></td>
<td>- Analysis of the <a href="#">finances of childcare providers</a></td>
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<tr>
<td>- Annual Parents Survey <a href="#">Official Statistics 2018</a></td>
<td>- Childcare <a href="#">providers and the 30 hours policy</a></td>
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<td>- <a href="#">Evaluation</a> of the first year of 30 hours</td>
<td>- <a href="#">Early Years Provider Costs</a> study 2018</td>
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<td>- <a href="#">Role and contribution of MNS</a> in the early years sector</td>
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</tbody>
</table>

**DfE contact:**

ey.analysisandresearch@education.gov.uk

### Upcoming publications:

<table>
<thead>
<tr>
<th>Study of Early Education and Development (SEED)</th>
<th>OECD International Early Learning Study</th>
<th>Annual Parent &amp; Provider Surveys</th>
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</table>

**DfE Contact:**

ey.analysisandresearch@education.gov.uk

- **Nov 2019**: Annual Provider Survey Official statistics
- **Dec 2019**: Annual Parent Survey Official Statistics