

Early Years Action Plan 2016 - 2018

ALL HEADINGS IN THIS DOCUMENT LINK TO THE PRIORITIES SET OUT IN THE EARLY YEARS STRATEGIC FRAMEWORK

To improve outcomes and accelerate progress of children					
Actions	Success criteria	Time scale	Resources	Lead people	Monitoring & evaluation arrangements
Identify and provide intensive support for any settings, including childminders that through Ofsted or local intelligence are deemed to be requiring improvement, or at risk of slipping to Requires Improvement	<ul style="list-style-type: none"> Improved learning environment to engage and enthuse young children Improved outcomes Improved Ofsted judgements to good or outstanding Improved quality of provision for 2 years old Increased opportunities for professional development Developmental needs of practitioners supported Effective Safeguarding & welfare requirements 	March 2018	<ul style="list-style-type: none"> School Readiness Early Years Development Lead (SR EYDL) School Readiness Early Years Quality Assistant team manager(SR EYQ ATM) 	<ul style="list-style-type: none"> School Readiness manager SR EYDL SR EYQ ATM Head of Achievement 	<ul style="list-style-type: none"> Notes of visit Performance management of EYDL Validation of setting action plans and SEF PVI Management /Staff observations Safeguarding Audits & Quality Review Form Dashboard: setting grades and notes re new setting, etc. To be split by settings, School and child minders RAG rating for safeguarding audits
Provide training for EY settings for Early Words Together	<ul style="list-style-type: none"> Children are nursery ready Practitioners have increased understanding of language development Improved engagement of parents with child and setting Impact on GLD outcomes 	May 2017 – July 2018	<ul style="list-style-type: none"> SR Literacy officer and NLT lead EWT toolkits and book resources 1 approx. £35 per family 	<ul style="list-style-type: none"> SR Literacy officer NLT lead 	<ul style="list-style-type: none"> Gathering of progress data and case studies Evaluation of programme
Establish clusters of settings to include schools, PVI's initially	<ul style="list-style-type: none"> Settings sharing good practice Improved learning environments 	July 2018	<ul style="list-style-type: none"> SR EYDL EY SLEs or Lead Practitioners 2 year networking 	<ul style="list-style-type: none"> SR EYDL Head of Achievement 	<ul style="list-style-type: none"> Nursery baseline data: add missing schools and to be

When these are established invite child minders to share good practice	<ul style="list-style-type: none"> Improved transition procedures and information sharing between settings Moderation of assessment judgements across PVI & schools 		<ul style="list-style-type: none"> SR EYQ ATM SLE costs of £350 per day 	<ul style="list-style-type: none"> EYFS leads in schools SLEs in schools 	<ul style="list-style-type: none"> added to dashboard scoping Case studies Cross-setting moderation evidence 2 year networking meetings
Plan and deliver Speech, Language and Communication CPD utilising the expertise of therapists (e.g Speech and Language Support, Children with ASD)	<ul style="list-style-type: none"> Practitioners in settings are upskilled and more aware and able to identify children with speech and language delay/difficulties Practitioners have access to speech, language and communication specialists Settings provide personalised learning for individual children and families 	July 2018	<ul style="list-style-type: none"> SR EYDL Speech & Language Therapist Venue costs 2 approx. £300 for 3 sessions 	<ul style="list-style-type: none"> S & LT lead SR EYDL 	<ul style="list-style-type: none"> Assessment data for communication and language: headcount data would suffice Notes of visit PVI staff observations ECAT assessment tool Report by May 18 defining outcomes
SLE to be trained as a trainer for Thrive	<ul style="list-style-type: none"> SLE trained CPD implemented for schools and settings to train practitioners in Thrive programme Network of practitioners working with Thrive to document impact on children's emotional resilience 	July 2018	<ul style="list-style-type: none"> SLE £9000 for initial training Venue costs for CPD 2 approx. £1200 	<ul style="list-style-type: none"> SLE Teacher 	<ul style="list-style-type: none"> Progress against the online assessment tool Practitioners observations of children's progress Report by May 18 defining outcomes
Early Years refresher training for SR CC staff	<ul style="list-style-type: none"> CC staff will have updated practice and skills to increase impact of CC delivery when working with families 	Jan 2018	<ul style="list-style-type: none"> £3,600 (approx.) 	<ul style="list-style-type: none"> Middlesbrough College Teaching Schools 	<ul style="list-style-type: none"> Increase in children's learning and development SR CC ATM'S report increased skill base and updated practice following observations of staff

Identify and quantify who are the Middlesbrough populations at risk of not achieving School Readiness	<ul style="list-style-type: none"> • Static, measurable cohort baseline allowing more detailed tracking of progress (children on partnership and partnership plus pathway) 	Oct 2017	<ul style="list-style-type: none"> • Harrogate and District Foundation Trust (HDFT) 	<ul style="list-style-type: none"> • SR Children's centre ATM • Health Lead 	<ul style="list-style-type: none"> • Can be recorded on Capita once data is received from health, can be pulled off as SR intervention • Early Years group • Children's Trust • Incremental progress data • Nursery baseline data
Produce an Outcomes Framework which specifies the results it expects to achieve as a consequence of its programme of work and investment in School Readiness	<ul style="list-style-type: none"> • SR offer will reflect local ambition for change based on making the biggest impact to the defined cohort • Effective outreach and sustained engagement will ensure children are developing well • Outcomes framework will align with existing measurement processes 	Dec 2017	<ul style="list-style-type: none"> • Joint strategic needs assessment • EYFS data • Healthy Child programme data 	<ul style="list-style-type: none"> • SR manager • SR CC ATM 	<ul style="list-style-type: none"> • Early Years group • Children's Trust • Incremental progress data • Nursery baseline date
Set the improvement trajectory for each indicator based on an assessment of how much improvement can be expected from the available interventions or new ways of working: how many of the families who would benefit from this support will be reached by it?	<ul style="list-style-type: none"> • Measures show sustained improvement • Data used for future planning 	Dec 2017	<ul style="list-style-type: none"> • Joint Strategic needs assessment • EYFS data • Healthy Child Programme Data 	<ul style="list-style-type: none"> • SR manager • SR CC ATM 	<ul style="list-style-type: none"> • Early Years Group • Children's Trust • Incremental progress data • Nursery baseline
Children's Centres to deliver interventions as per school readiness pathway to identified children via health visitor assessments	<ul style="list-style-type: none"> • Increase in children scoring within developmental norms at their 2 year integrated review • Increase in children being assessed as 'secure' in their 	Jan 2017	<ul style="list-style-type: none"> • SR team • Health visiting teams 	<ul style="list-style-type: none"> • SR manager • SR CC ATM • Health lead 	<ul style="list-style-type: none"> • Early Help Hub referral data • Performance measures document • Full comparison across all schools

	development at 22-36 months on entry to nursery				<ul style="list-style-type: none"> ASQ 3 data On entry to nursery baseline Reflective evaluations, pre & post questionnaires
Embed the Literacy pathway within Children's Centre delivery	<ul style="list-style-type: none"> Improved parents' knowledge, understanding and involvement in children's early literacy development An increase in children's book handling and early reading skills 	Feb 2017	<ul style="list-style-type: none"> SR team 	<ul style="list-style-type: none"> SR Literacy officer 	<ul style="list-style-type: none"> Literacy steering group SR literacy officer observations Gathering of progress data Borrow-a-book data Report detailing outcomes Feb 2018
To ensure appropriate partnerships are in place to deliver the integrated services necessary					
Actions	Success criteria	Time scale	Resources	Lead people	Monitoring & evaluation arrangements
Establish 0-5 partnership to meet termly	<ul style="list-style-type: none"> Partnership meetings attended by achievement team, SEND and VL Team, teaching schools, health, school readiness, PVI representatives, speech & language etc. Clear understanding of roles and responsibilities in raising attainment Sharing data and expertise Reduction of duplication Resources used effectively 	May 2017	<ul style="list-style-type: none"> SR EYDL Achievement team SEND and VL Team teaching schools Health SR team S&LT 	<ul style="list-style-type: none"> Head of Achievement SR EYDL 	<ul style="list-style-type: none"> Appropriate partner attendance
Renew the School Readiness project infrastructure, establishing multi-agency governance and project	<ul style="list-style-type: none"> The School Readiness model will be incorporated into Middlesbrough Council's strategic processes effectively 	Oct 2017	<ul style="list-style-type: none"> SR team Early Years group All stakeholder's 	<ul style="list-style-type: none"> SR manager Stakeholder's 	<ul style="list-style-type: none"> Early Years group Children's Trust

<p>management; reviewing the further changes needed on systems, processes and workforce planning, creating a multi-agency action plan, reviewing the arrangements for stakeholder involvement and community co-design and co-production</p>	<ul style="list-style-type: none"> • Regular reviews of systems, processes and data will be in place, enabling scrutiny of how the model is working and whether or not it is achieving its aims • The multi-agency action plan will come from the Shared Outcomes Framework • All stakeholder's will be involved and the plan will have an impact on their service delivery • Community co-design and co-production will ensure all-round engagement of stakeholders 				
<p>Review arrangements to evaluate the model, engaging local academic partners to support this process</p>	<ul style="list-style-type: none"> • A culture of 'test and learn' will be established which in turn will generate local evidence of both established programmes and new innovations • Regular, meaningful evaluations of the SR model will enable better planning for future progress 	<p>Dec 2017</p>	<ul style="list-style-type: none"> • Local academic partners • Stakeholder's 	<ul style="list-style-type: none"> • SR manager 	<ul style="list-style-type: none"> • Regular evaluations of the SR model • Good, established relationships with local academic partners • High attendance at meetings with appropriate stakeholder's
<p>To explore and consider enhancing the interventions offered across the three inter-related domains of the School Readiness pathway</p>	<ul style="list-style-type: none"> • A clearer understanding of the benefits of enhancing the interventions across the three inter-related domains of the SR model • All avenues explored to enable informed decision making on how best to enhance the interventions 	<p>Jan 2018</p>	<ul style="list-style-type: none"> • SR team • Health • Midwifery • Any other appropriate stakeholder's 	<ul style="list-style-type: none"> • SR manager • Stakeholder's • Health • Midwifery 	<ul style="list-style-type: none"> • Input from all concerned • Decisions made on a well-informed basis

To empower parents and promote positive views of parenting to impact on children's progress

Actions	Success criteria	Time scale	Resources	Lead people	Monitoring & evaluation arrangements
<p>Link to parenting strategy</p> <p>Work with settings, including childminders to ensure they have a range of strategies for engaging parents</p>	<ul style="list-style-type: none"> Parents are working with the setting and are confident in supporting their children Systems are in place in settings to share assessment information with parents There are opportunities for parents regularly to speak to practitioners about their child's progress 	Jan 2017	<ul style="list-style-type: none"> SR EYDL SR EYQ ATM Early Years Specialist Support Service Setting managers Two year progress checks ASQ3 summatives Tapestry/on-line journals Paper learning evidence 	<ul style="list-style-type: none"> SR EYDL SR EYQ ATM Head of Early Years Specialist Support Service 	<ul style="list-style-type: none"> Meeting attendance Newsletters Websites PVI SEF LT & ST targets Visit notes Feedback from parents Tapestry /on-line/paper based evidence Better Start portal: spreadsheet connected to Capita (Middlesbrough addresses only, 0-4yrs 11 months) May need to look at Tapestry/other systems export systems: might mean extra costs?
<ul style="list-style-type: none"> Capita performance monitoring data 'not reached lists' Communications log 	<ul style="list-style-type: none"> Increased contact (reach) of identified children and their families Increased parental understanding of how to help their child be ready for nursery 	Jan 2017	<ul style="list-style-type: none"> SR team 	<ul style="list-style-type: none"> SR CC ATM 	<ul style="list-style-type: none"> CC performance data Linked to Dashboard
<p>Establish Family Links 'parenting puzzle' workshops as the universal parenting</p>	<ul style="list-style-type: none"> Increased parental confidence and efficacy leading to improved parenting skills 	April 2017	<ul style="list-style-type: none"> SR team £7,800 training costs for 2 x 2 day staff training programmes 	<ul style="list-style-type: none"> SR CC ATM MAP officer 	<ul style="list-style-type: none"> Performance measures document Feedback from parents on outcomes

offer within Children's Centres Agree and establish specialist parenting approaches across the town, relevant to work streams	<ul style="list-style-type: none"> • Improve family relationships and children's social, emotional and cognitive development • Children are given the opportunity to access a wide variety of experiences prior to starting nursery due to increased parenting knowledge • Families of children with SEND will be given extra support in 0-5 workshops 		<ul style="list-style-type: none"> • MAP to co-ordinate specialist parenting approaches 		<ul style="list-style-type: none"> • Attendance recorded on Capita
To improve outcomes for children with additional needs at the end of EYFS					
Actions	Success criteria	Time scale	Resources	Lead people	Monitoring & evaluation arrangements
Settings use assessment and tracking data effectively to identify children with additional needs and deliver appropriate interventions	<ul style="list-style-type: none"> • Processes understood by all practitioners across schools, settings and agencies • Joint planning in place for children moving to and from specialist provision • Multi-agency working is evident and data shared effectively • Increased numbers of children with additional needs supported within mainstream settings 	April 2018	<ul style="list-style-type: none"> • Early Years Specialist Support Service • SR EYDL • SEN team • Termly PVI SENCO support group 	<ul style="list-style-type: none"> • Head of Achievement • Head of Early Years Specialist Support Service • SEND Assessment Manager 	<ul style="list-style-type: none"> • Tracking data identifies pupil groups • Pupil Premium can be tracked for impact of funding • Notes of visit • PVI staff observations • SENCO attendance sheet/notes • Report on impact of actions April 2018
Provide training and support for all settings for supporting children in EYFS with additional needs	<ul style="list-style-type: none"> • Practitioners are more confident in adapting provision for children with SEND • Settings are inclusive and all children receive the correct support in order to make good progress • Setting staff know the right people to contact for support 	Sept 2017- July 2018	<ul style="list-style-type: none"> • Early Years Specialist Support Service • Commission specialist trainers from local special schools. • Termly PVI SENCO support group • Venue costs approx. £400 	<ul style="list-style-type: none"> • Head of Achievement • Head of Early Years Specialist Support Service • SEND Assessment Manager 	<ul style="list-style-type: none"> • CPD registers & evaluations • Impact in settings • Notes of visit • PVI staff observations • SENCO attendance sheet/notes

	<ul style="list-style-type: none"> • There are clear pathways for all children 				
Further develop the new Early Years Specialist Support Model	<ul style="list-style-type: none"> • Early identification of SEND • Practitioners know and understand systems and processes • SEND children needs are met • Improved transitions for children • Increased number of children well supported within mainstream provision 	April 2018	<ul style="list-style-type: none"> • Early Years Specialist Support Service • SR EYDL • Termly PVI SENCO support group 	<ul style="list-style-type: none"> • Head of Achievement • Head of Early Years Specialist Support Service • SEND Assessment Manager 	<ul style="list-style-type: none"> • SENCO attendance sheet/notes • Review of new model in April 2018 with all stakeholders
To increase the proportion of settings judged to be good or better by Ofsted					
Actions	Success criteria	Time scale	Resources	Lead people	Monitoring & evaluation arrangements
CPD for all EYFS Leaders/Managers on the Ofsted framework and securing good or outstanding judgements	<ul style="list-style-type: none"> • Managers have a good understanding of Ofsted criteria • Settings have evidence files using data to show impact of initiatives 	July 2017 – July 2018	<ul style="list-style-type: none"> • SR EYDL • SR EYQ ATM • Head of Achievement 	<ul style="list-style-type: none"> • SR EYDL • SR EYQ ATM • Head of Achievement • Cleveland Unit manager 	<ul style="list-style-type: none"> • Cohort data • Evidence to back up SEF judgments • Ofsted reports and action plans • SEF • Better Start portal
Plan & deliver a programme of CPD matched to Middlesbrough needs	<ul style="list-style-type: none"> • Practitioners have high expectations for children's progress and safeguarding • Practitioners understand child development and plan appropriate next steps in learning • Learning environment supports independent learning and allows children to make links 	May 2017 – July 2018	<ul style="list-style-type: none"> • SR EYDL • SLEs • Observations, assessments & planning • Environmental audits • ITERS, ECERS & SSTEW • SR EYQ ATM • Venue costs 8 approx. £1000 	<ul style="list-style-type: none"> • SR EYDL • SR EYQ ATM • Head of Achievement 	<ul style="list-style-type: none"> • Cohort analysis & data: linked to Better Start portal • Audits • SEF • Management/Staff audits • Learning journals • Photos – changes to environment • Staff observations

	<ul style="list-style-type: none"> Children make good progress across all aspects of EYFS but particularly in Communication 		<ul style="list-style-type: none"> £3,000 approx. costs for training (programme to be agreed) 		
Work with EYFS settings to achieve the Early Years' Quality Mark	<ul style="list-style-type: none"> Settings complete audit supported by EY Leads and establish an action plan for improvement Increased number of settings achieve the EYQM 	February 2016 – July 2018	<ul style="list-style-type: none"> SR EYQ ATM SR EYDL QM Assessors Approx cost £450 per setting 	<ul style="list-style-type: none"> SR EYDL SR EYQ ATM Head of Achievement EY SLE 	<ul style="list-style-type: none"> Increase in number of settings achieving the Early Years' Quality Mark

Glossary of abbreviations

ASQ3	Ages and Stages Questionnaire (third edition)	PVI	Private, Voluntary or Independent setting
CC	Children's centres	SEF	Self- Evaluation Form
CC ATM	Children's centre Assistant Team Manager	SEN	Special Educational Needs
CPD	Continuous Professional Development	SENCO	Special Educational Needs Co-ordinator
ECAT	Every Child a Talker (Assessment tool)	SEND	Special Educational Needs and Disabilities
EY	Early Years	SLE	Specialist Leaders of Education
ECERS	Early Child Environment Rating Scale	SR	School Readiness
EYFS	Early Years Foundation Stage	SREYDL	School Readiness Early Years Development Lead
EYQM	Early Years Quality Mark	SREYQ ATM	School Readiness Early Years Quality Assistant Team Manager
GLD	Good level of development	S & LT	Speech and Language Therapists
IAG	Information, Advice and Guidance	SSTEW	Sustained Shared Thinking and Emotional Well-being
ITERS	Infant/Toddler Environment rating scale		
NLT	National Literacy Trust		

Early Years Action Plan: Workforce Development Costs

To improve outcomes and accelerate progress	Costs
Better Start <ul style="list-style-type: none"> • Portal Licence • Portal annual maintenance • Portal implementation (need to check re data import (eg. SIM's) • Training for staff (1 day report writing and 1 day informal training • Report writing 	£12,400 £ 2,567 £ 6,500 £ 1,900 £ 450
EWT toolkits and resources (£35.00 per family x 2 families per month per setting (42 settings)	£2,940
S & LT CPD utilising therapists 2 x blocks of 3 sessions = £350 x twice across the year	£700
Establish clusters of settings: 1 per school term 3 per years	£3,600
Thrive <ul style="list-style-type: none"> • Train the trainer (x 2 SLE's) • Backfill costs 	£9,000 £1,500
EY refresher training (SR team) 1 day per term x 3 terms x 2 teachers	£3,600
To empower parents and promote positive views of parenting to impact on children's progress	
Parenting programme training (2 x 2 day courses over 2 years)	£3,800 per year x 2 =£7,800

To improve outcomes for children with additional needs at the end of EYFS	
EYFS additional needs training, venue only	£400
To increase the proportion of settings to be judged good or better by Ofsted	
Early Years Quality Mark 7 already have QM, would be same price for renewals *agreed settings would have to confirm they will pay subsequent renewal costs	£18,900 (42 settings)
CPD programme including venue costs for those who are: New to moderation New to Early Years Safeguarding training	£3,000
TOTAL	£75,057