



Improving educational attainment through children's centres

Lancashire Priorities

Educational attainment



Year	Pupils	Good level of attainment
2009	All	54%
2010	All	56%
2011	All	59%
2009	FSM	33%
2010	FSM	32%

Pupil Premium



- Introduced by coalition
- On line Sept 1st 2011
- £430 per free school meal pupil
- £430 per looked after pupil
- Allocated to schools and rising to £600 from April 2012
- Rising to £1720 over lifetime of parliament



Best Start Lancashire



- Pupil premium +
- £5M of investment over three years
- Focus on early support to raise attainment
- Delivered for schools **through** Children's Centres
- 497 eligible primary schools and 79 children's centres

Best Start Lancashire



A school initiative to raise educational achievement,
delivered through children's centres.

Which children?

- Focus on Reception, Y1 & Y2
- 6,869 FSM children across County
- Builds on the pupil premium



Positive parenting makes a difference...

There are children in lone parent families, low income families, transient families, those with parents with mental health issues or substance misuse issues, who have a good start in life and learn and develop at the expected rate.

Millennium Cohort Survey:

School Performance at age 5 - % performing at a good level of achievement
(Foundation Stage Profile)

No Poverty and Positive Parenting	73%
No Poverty and Poor Parenting	42%
Persistent Poverty and Positive Parenting	58%
Persistent Poverty and Poor Parenting	19%

So what can make the difference?

Family resilience



- Some families are able to respond positively to serious threats and challenges to their wellbeing and other in similar circumstances do not.
- The difference can be described as resilience – the ability to recognise, adapt and cope with adverse circumstances.
- Children from families that are “resilient” are more likely to have better outcomes regardless of their family’s circumstances.

Research indicates that resilience is generally made up of a balance of risk factors as against protective factors. If more protective factors are present families are more likely to cope and vice versa.

So what seems to make the difference and what should we focus on in supporting families to help their children?



Helping families to help themselves – supporting greater coping and resilience



Key aspects for us to consider in targeting our support to those who need it the most:

- i. Family cohesion – good emotional bonds between family members – immediate and extended.
- ii. Family belief systems – families that believe they can cope and get past difficulties and who visualise and work towards a future.

- iii. Coping strategies – families who focus on problem solving, analysing the problem and possible solutions and seeking help to help them overcome issues.

- iv. Communication – central to high protective factors, families who discuss problems, discuss and communicate with their extended families and look for the widest possible sources of help.



We need a different approach for each Group;



1. Those who are **thriving/coping** need access to information to allow them to select and access the help and support that they have identified they need.
2. Those who are **just coping / struggling to cope** will potentially need a **key person** to:
 - help them look at and understand what their family difficulties are;
 - identify how they as a family might overcome them, and
 - how they can access help from their extended family, their community or outside agencies to get them past their current difficulties.

3. Those who are **not coping** will potentially need us to give them:
 - more intensive help coordinated across a range of key agencies and for a sustained period of time with a limited number of key workers;
 - help for the family to understand and take control of their situation and circumstances,
 - Ownership of the solution and a move down the continuum without creating dependency



Our approach to early family support therefore needs to identify families who are on benefits who:

1. have **high resilience** and who can seek out help for themselves (**thriving and coping**); **access a range of Universal services**
2. have **some resilience** and who with the right help can boost their protective factors and their coping (**just coping / struggling to cope**), **access support from Best Start programme**
3. have **low resilience**, high risk factors and who are **not coping** and potentially in chaos. **Families supported by statutory services.**

Best Start Lancashire



Strand 1 : Learning Support

- Family centred work around attainment
- Free training for all schools
 - Early Support for Reading
 - Early Support for Mathematics
 - Early Support for Talking, Speech, Language & Communication
 - Training was offered to all schools with KS1 pupils to support/promote Parental Involvement in learning



Best Start Lancashire



Strand 2 : Early Support For Families

- New offer from Children's Centres around Best Start Lancashire
- Builds a new infrastructure of support & closer links between schools and Children's Centres for the future
- Identify clearly which schools are 'linked' to which CC?
- Developed a Core Offer with children's centres and schools delivered via Best Start

Best Start in Action



- Supporting parents understanding of their child's development, their child's communication needs and ways to support continued, positive interactions in the home
- 6 week speech and language programme led by the centre teacher and an outreach worker who is S&L champion for the team, the sessions were held at the end of the school day for a group of children and parents and included school TAs who will provide ongoing support to the children in school, each child made significant progress in their listening, understanding and ability to contribute verbally to class activities.

Best Start in Action

- A CC based programme of holiday support that works with nominated children and their parents to deliver additional support around, maths, reading, phonics, speaking and listening and generally improve language skills with EAL children who are known to be a risk of falling behind in the holidays. Children attend two sessions per week and parents attend with their children for a third session each week. Feedback from parents and schools has been very positive, with a number of parents stating that they had not realised how important it was to encourage their children to read at home and report they have changed behaviours, e.g. turning off the TV and spending time with their child reading, talking and also encouraging their children to spend time playing outside.

Best Start in Action



- Parents accessing evidence based parenting programmes delivered in school by cc outreach staff
- Working with parents to develop their confidence in supporting their child's learning
- Qualification course for parents in supporting children's learning and development
- Focus on breaking the cycle of poor attendance early with early support for families
- Outreach Work in the home for identified families- focusing on empowering parents to be engaged in children's learning

Best Start Lancashire



Evaluating success

- Evaluation of Foundation Stage outcomes in 2012 and 2013
- Key Stage 1 data 2012 & 2013
- Attendance figures
- Reduction in more families moving towards 'not coping' and becoming more resilient



**Measuring outcomes, quality assuring
our work and making a difference.**



Quantitative information - How much/how many?

e.g.

- How many families have contacted the service
- How many parents have attended training on parenting
- How many parents have engaged with supporting their child's learning at home.



Qualitative Information – how well was it done?

e.g.

- How many families went on to access further services after the initial contact
- Did parents feel that they had learned something or their skills had improved as a result of attending parenting training?
- Did parents and children and young people feel that they were well supported to help their child's learning and development at home?

Outcomes Information

- The percentage of parents who report regular support for their child's learning
 - the percentage of children and young people who reported they were making faster/ better progress in school or early years setting and
 - the percentage of children and young people whose learning had improved as measured and reported by schools / settings.



Outcomes Information

e.g.

- The percentage of parent and/or children and young people who feel that something has changed for the better or improved as a result of contacting and using a specific service
- The percentage of parents who completed the training and who felt that their parenting had improved as a result.



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2010	All	56%
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2011	FSM	40%



Contact Details

Theresa Moore
Early Years Lead
Lancashire County Council
theresa.moore@lancashire.gov.uk

Sally Nightingale
Best Start Operational Lead for Children's Centres
sally.nightingale@lancashire.gov.uk