

**EYPP – Call for Evidence, Early Years Pupil Premium
Case Study 4**

What?	Working with Families in Brent
Why?	All settings in the partnership identified large numbers of children with low levels of attainment on entry, particularly around communication and language. There was a clear focus on early identification of children's needs.
Where and when?	Partnership of two nursery schools, three Children's Centres and two daycare provisions, with one executive Headteacher, in Brent, London. Targeted input has been ongoing from Summer 2011.
Who?	The settings have large numbers of families new to the education system and the UK and families in most need of support are identified and targeted through the Children Centres.
How?	<p>All the provisions identified best practice to support communication and language – with particular reference to:</p> <ul style="list-style-type: none"> • Core texts • Book language • Home learning <p>The approach involving families began with the initial Home Visit, where home learning was discussed.</p> <p>Every week, a key text (book) is shared with children, and a 'scrapbook' sent home, with clear prompts for families around the targeted text. The books were returned on Mondays and shared in Key Person group times. These sessions were followed up with parent workshops.</p> <p>Practitioners were clear in workshops and discussions with parents to share 'what children are doing now' and age related expectations, with a specific focus e.g. Progression in Writing. This led to Home Learning which was transparent to all – with clear, practical, 'doable' tasks.</p> <p>CPD for all practitioners focused on targeted areas ensuring the development of best practice in settings alongside support for families.</p>
The Evidence of Impact	<p>2013-2014 attainment data shows added value, for example:</p> <ul style="list-style-type: none"> • 21% boys on entry working at Age Related Expectations (ARE) in writing, with 71% working at ARE on exit, after one academic year. • 19% boys on entry at ARE for reading, with 60% at ARE on exit • Children on FSM outperforming non FSM children: ARE for FSM 80% for reading and 79% for speaking and ARE for non FSM children 58% for reading and 48% for speaking. • Summer born children performing well: on entry ARE for reading 8%, on exit 75%

	<p>The 2010- 2104 Attainment Data Trends show:</p> <p>An increase in the children’s attainment on exit for three consecutive years</p> <ul style="list-style-type: none"> • Upward trend in all aspects of learning of at least 2%-6% in the past two years • Significant improvement in Communication & Language (reflects the amalgamation of elements of Language for Thinking and Language for Communication into Speaking) • Long term goal of reaching 80% or above in all aspects of learning, so that most children attain ARE <p>Ofsted Inspection reports over the last two years have noted impact:</p> <p>Daycare (NEG2) October 2013</p> <ul style="list-style-type: none"> • 'Good leadership and management systems focus well on supporting parents to have high expectations of children' • 'Parents also have good opportunities to contribute to the 'Home Learning Journeys' and this helps them in develop confidence in supporting their children's learning at home' <p>Brent Harlesden Locality 1, November 2013</p> <ul style="list-style-type: none"> • 'Data shows that children who have accessed the nursery have outcomes that are above borough and national averages. This is despite very high numbers of children entitled to Free School Meals' • 'Children are well prepared for school due to excellent well established links with the nursery schools, familiarity with buildings, workshops and transition events' <p>Curzon Nursery School, October 2014</p> <ul style="list-style-type: none"> • 'Children known to be entitled to Free school Meals perform better than other children in the school' • 'Parents say that assessment at transition in their homes is particularly effective because it establishes rapport with the child's key person and enables children to settle quickly when they start school'.
Where to find out more	<p>Mark Cole Headteacher Curzon Nursery School</p>

