

**EYPP – Call for Evidence, Early Years Pupil Premium
Case Study 1**

What?	Early Words Together – The National Literacy Trust
Why?	The National Literacy Trust based development on research around the home learning environment and its impact on children’s cognitive development (EPPE). Additionally, studies emphasised the importance of early intervention: Children who had impaired language skills at the age of 3 were more than four times as likely as those who started at an advanced level, to have delayed language skills at the age of 11.
Where and when?	Early Words Together (piloted nationally within areas of deprivation) brings together local partners to empower families to improve their home learning environment.
Who?	Early Words Together is a literacy-focused programme to help identify and engage targeted families to access support with their child’s early learning.
How?	<p>Early Words Together (EWT) improves children’s early literacy and communication to increase school readiness through parental engagement.</p> <p>Key details:</p> <p>Timing: 6 week sessions of 1.5 hours Delivery: Delivered by volunteers trained by National Literacy Trust to empower families to support their children’s early learning. For whom: Families with children aged two to five targeted via Early Home Learning Indicators Location: Flexible - Children’s Centres, Schools, Housing Associations. Activities: Modelling home learning: rhymes, songs, games, mark making, crafts, story props, sharing books, visits to libraries and parks.</p> <p>Early Words Together invites parent participants to become volunteers, supporting steps into work.</p>
The Evidence of Impact	<p>Key Facts: External Evaluation 2011-12 Tracking progress in the Early Years Foundation Stage Framework (EYFS) found participating children described as having reached the expected level for their age in terms of speaking and listening skills rose from 20% to 67%.</p> <p>How does it meet the needs of disadvantaged children? External evaluators, OPM reported: the programme was shown to be having a positive impact, particularly helping settings to engage with target families. <i>“We see them bring their friends as well – so it’s bringing new people into the children’s centre.”</i></p> <p>Raising engagement: EWT has been shown to help retain families ‘on the fringe’ of children’s centre involvement. <i>“The success of this programme in engaging the hard to reach families... is exactly the sort of evidence that Ofsted are looking for.”</i></p>

Head Teacher, Rochdale

Ofsted Feedback

EWT has been mentioned positively as:

- Increasing communication and language skills.
- Increasing disadvantaged families registered with Centres.

Staffordshire: Lichfield District Group, May 2014

“Some activities, such as ...‘Early Words Together’, focus very specifically on promoting children’s communication and language development, and tracking shows that good progress is being made” (Page 5).

Lambeth Ofsted inspection, Stockwell, July 2014

“Early Words’ sessions effectively help parents support their children’s communication and language development”.

“The sessions are particularly effective for Portuguese and other groups who speak English as an additional language.” (Page 5).

Interim Evaluation Findings, Coventry University

Analysis of 345 parent responses shows :

Changes in behaviours and attitudes:

- 78% of parents reported that after EWT sessions their child listened and joined in with stories more.

Increased book sharing:

- 62% of parents reported feeling more confident to share books with their child.
- 73.1% of parents reported sharing a book daily or nearly every day with their child in a typical week.
- 83% of parents reported that they were now more likely to buy or borrow books.

Talking to your child:

- 63% of parents felt they knew more about why it was important to talk to their child after taking part in EWT.

Songs and Rhymes:

- 60% of parents reported singing on a daily basis, or nearly every day. 51% of these attributed this to EWT participation.

Pearson Pre-School Language Scales showed appropriate targeting, with children performing at lower than average level. Of 51 children assessed, 59% have scores of 84 and below, (versus age appropriate scores of 85-115) indicating their language development is a cause for concern.

In Middlesbrough, children made significant and accelerated progress against the expectations of EYFS Development Matters in their first term in nursery, advancing two sub-levels in one term (usual progress is four sub-levels in one year).

“Children on entry to nursery have been observed to be significantly more

	<i>'nursery ready' – concentrating effectively, being able to listen, having greater confidence, speaking in sentences, having a wider vocabulary, understanding and having confidence to engage with stories". Hemlington Hall Academy.</i>
Where to find out more	Visit www.literacytrust.org.uk/ewt and http://www.literacytrust.org.uk/early_words_together or email Sue Denning at ewt@literacytrust.org.uk .