

**EYPP – Call for Evidence, Early Years Pupil Premium
Case Study 9**

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| What? | <i>Starting Out</i> in Poole, Dorset |
| Why? | The need to support the development of a positive home learning environment across the EYFS was identified. The programme aims to empower parents to ensure their children are increasingly ready for school. Implementation across the EYFS ensures that parents have the opportunity to hear messages repeatedly and build trust with teachers and Early Years practitioners. |
| Where and when? | <i>Starting Out</i> was developed by the Borough of Poole Child Development and School Readiness Lead in 2011 |
| Who? | <i>Starting Out</i> has been widely implemented in Children’s Centres, Early Years settings (nurseries, pre-schools and childminders) and schools in Poole and outside the Borough. |
| How? | <p>The key features of this flexible programme are:</p> <ul style="list-style-type: none"> • Low/no cost activities linked to the child’s EYFS stage of development • Quality time between parent and child and empowering parents to understand the importance of this. • Increased understanding of child development • Giving parents the ‘why’ and ‘how • Empowering parents by providing information on brain development • Opportunities for practitioners to model activities <p><i>Starting Out</i> aimed to support parents to gain confidence and knowledge about:</p> <ul style="list-style-type: none"> • What is best for their children • Early brain and child development • How young children develop skills to learn • How to strengthen the parent-child relationship and ensure a readiness for school <p><i>Starting Out</i> has an established practitioner training programme and a range of resources including a Practitioners’ manual, parent workshops, evaluation tools and resources for parents.</p> <p>The programme has 4 separate components:</p> <ol style="list-style-type: none"> 1. activity sacks and parent workshops offered in an early years setting for children aged 2-4 years old 2. 1 to 1 home visits from a Starting Out Family Outreach Worker 3. group sessions offered in a Children’s Centre, usually for children aged 2 years old 4. activity sacks and parent workshops offered in a school setting (reception year only, for children aged 4 and 5 years old) <p>All of the components have slightly different benefits, for example, components 1 and 4 are delivered as a universal offer and help to build</p> |

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| | <p>effective parent partnerships. Component2 provides a very flexible approach to Starting Out and is an effective tool for engaging the most vulnerable and hard to reach families. Engagement in component 2, often gives families the confidence to then join Component 3, which creates a safe environment for invited families over 6 group sessions.</p> <p>There are 15 activity sacks for early years settings and a further 15 for reception year children, each linked to relevant areas of the EYFS; PSED, Communication and language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Each sack contains an Activity card, providing activity ideas for parents and key words to use during the activity to develop language.</p> |
| <p>The Evidence of Impact</p> | <p>In July 2014, an analysis was undertaken of EYFSP Good Level of Development data for Poole schools comparing those who had engaged with Starting Out and those who didn't. 8 schools 'received funded activity sacks and training and were targeted using Lower Level Super Output Areas of high disadvantage. Additionally, a group of 4 schools purchased training and resources. The comparison was with 7 schools who had not participated in the Starting Out programme (as always, caution should be applied and a number of factors could have led to improvements)</p> <p>Key points of the analysis were:</p> <ul style="list-style-type: none"> • the 8 schools that adopted Starting Out on a funded basis showed the largest increase in GLD scores, comparing 2013 with 2014, improving GLD between 12.6% and 36.5% (average 16.7%) • GLD results for all schools that adopted Starting Out compared to schools who did not showed a higher % increase from 2013- 2014 – 17.1% compared to 8% increase. • The achievement gap between those schools with the lowest and highest GLDs in 2013 has narrowed in 2014 –reduction of 9.1% in achievement gap between Starting Out schools and non Starting Out schools <p>July 2014 Ofsted Inspection report of Poole Children's Centres stated:</p> <p>'the local authority has recently developed its own programme to help children be ready to start school. This has worked very well and the positive results are already beginning to be seen'.</p> <p>'significant improvements are already being seen in children's learning at the end of reception year and as a result, the gap between the most disadvantaged children and the rest is starting to close'.</p> <p>To date 175 children have engaged with the targeted Childrens Centre group programme and 111 with the home learning programme. 26 nurseries/pre-schools and 60 childminders in the Borough are using the early years component. Parents and carers who have engaged with the programme typically report that:</p> <ul style="list-style-type: none"> • It has made them realise that what they do with their children really matters |

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| | <ul style="list-style-type: none">• They better appreciate the importance of spending quality time with their child• They have a greater understanding of why their children behave in certain ways |
| Where to find out more | Louise Chiles 01202 261913 l.chiles@poole.gov.uk |