Developing character to close the SEND achievement gap
A widening gap suggests disadvantaged children start behind and never catch up

<table>
<thead>
<tr>
<th>2012/2013</th>
<th>EYFS (achieving a ‘good’ level of development)</th>
<th>KS2 (Level 4 or above in reading, writing and maths)</th>
<th>KS4 (5A*- C GCSEs including English and maths)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantaged pupils</td>
<td>36% (2014: 45%)</td>
<td>60%</td>
<td>38%</td>
</tr>
<tr>
<td>Other Pupils</td>
<td>55% (2014: 64%)</td>
<td>79%</td>
<td>65%</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>19% (2014: 19%)</td>
<td>19%</td>
<td>27%</td>
</tr>
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</table>
• ‘By age 3, gaps in outcomes and achievement are observable between disadvantaged children and their more advantaged peers’
  
  *(Gregg and Goodman 2010)*

• ‘A child’s development score at just 22 months can serve as an accurate predictor of educational outcomes when they are 26’.
  
  *(Allen, 2011)*

• ‘The 1970 UK cohort study showed that of the bottom performing quartile only 18% went on to achieve at the same level or higher, compared to almost 60% in the top quartile’

  *(Feinstein, 2003)*
The need for quality early education

- ‘children who benefit from good quality early education experiences are on average 4 to 6 months ahead in terms of cognitive development age 5. That amounts to a 10% head start at school.’
  
  (White et al. in Marshall, P. (Eds.) 2013)

- Children who go to pre-school for 2 years or more are likely to get better GCSE results - the equivalent of getting 8 Bs compared to 8 Cs.
  
  (Sylva et al., 2014)

- ‘An independent review has placed the average economic benefits of early education programmes for low-income 3- and 4-year-olds at close to two and a half times the initial investment: these benefits take the form of improved educational attainment, reduced crime and fewer instances of child abuse and neglect’.
  
  (Aos et al. 2004).
Achieving Early: what is it?

Achievement for All works with Early Years providers to enable all children, regardless of background, challenge or need, to have the best possible start so they can thrive emotionally and socially, and succeed academically.
Character development is founded on values

OUR VALUES:

**Aspiration**
- High expectations for all, including ourselves
- Setting ambitious goals and striving for excellence
- Be passionate in everything we do

**Access**
- Honesty and openness, with respect for all
- Ensure opportunities for sharing, growth and development
- Excellent communication and collaboration

**Achievement**
- Celebrate the success of others and ourselves
- Work in partnership to achieve common goal
- High quality, high impact
Edward Timpson MP, Minister for Children and Families, at Achievement for All 3As conference, 7th October 2014

‘Achievement for All's work proves ALL children can make progress with the right support’
Achieving Early: the background
Achieving Early Framework

Leadership and management

• Settings develop effective management so that all staff can maintain a focus on the needs and the aspirations, access and achievement of all children, including those identified with SEND and other vulnerable and disadvantaged groups.

Working Together

• Settings continue to nurture relationships by supporting all parents’ and carers’ engagement with their child’s well-being, learning and achievement.

Health, happiness and well-being

• Settings create the optimal conditions for all children to thrive, to develop as individuals and enjoy being and learning with others, in a safe and secure environment.

Progress and learning

• Settings observe, plan and ensure that each needs are well supported so that all children are able to enter school with the skills and confidence they need.
And built on principles

- Aspiration
- Child’s voice
- Positive relationships
- Partnerships with parents and carers
- Bespoke support
- Sustainability
- Early Intervention
- Vision
- Collaboration
- Commitment
- Communication
Signs of success: what can settings expect?

- **All Children** - more confident learners and ready to start school
- **Identified Children** - accelerated rates of development and progress relative to their starting points
- **Parents/Carers** - more engaged in their child’s learning
- **Staff** - gaining a wider range of successful learning and teaching approaches
- **Setting Leaders** - being confident that all staff and the community share their commitment to improving outcomes for all children
Changes to practice: building on strengths

• Observing, assessing and tracking termly progress of each child
• Identifying barriers to development and gaps in learning
• Setting aspirational targets for all children
• Planning successful play, interactions, experiences and interventions
Professional Development

• Needs analysis
• Training for Taking Time for Talk and other elements of practice identified by leader.
• System level impact on leaders
• All staff- assessment, data and tracking
• Reflect and relate to practice
• Training- multi-agency working
• Networks
Impact of Achieving Early Pilot: Leadership and management

- “There are many courses and training which boast how they support settings to engage with parents of vulnerable children, this course actually does. I really believe this training will enable our setting to make a difference to these children and bridge the gap in their development by using the skills and techniques offered.” - Coventry setting Manager

- “The needs analysis has made me look at my practice as a manager. It has made me question my staff and helped me to start leading the setting more effectively” – Nursery Manager

- “Very inspiring. It’s helped me considerably with regards to leadership and management skills” Coventry Nursery Manager
Baseline: staff confidence in parental engagement by qualification

- 0%
- L1-2
- L3
- L4-5
- L6-7

- less than 50%
- 50.0-74.9%
- 75.0-100%
"Taking Time for Talk conversations were very positive. The mother attended the first one and both parents attended the second. At the second the mother came prepared with ideas for what she wanted to focus on with the setting to improve her child’s outcomes. All of the actions from the conversation were followed up and implemented enthusiastically and conscientiously. The Father also attended and contributed to the Parents Focus Group meeting held by the coach”

Feedback from Coventry Manager

“We have now ensured we have started doing workshops; we have done early writing, playdough, Forest School, Journals. These sessions have been evaluated with parents giving their comments. Workshops are definitely the way to go forward involving parents in what we do at nursery – ‘not just play!’”

Coventry Nursery Manager
Impact of Achieving Early Pilot: Parent/carer engagement

• “This nursery has really helped me and my child”
• “What my child does at home shows what he is learning at nursery”
• “I know a lot more since my child came to nursery”
• “It is good to have guidelines for achievement and well-being and they (nursery staff) talk to us about them. It helps us to encourage our children - to strengthen areas of development and make sure they are ready for school”
Lowest 20% of achievers at start of year: percentage reaching expected development

- **Self-Confidence and Self-Awareness**: 48%
- **Managing Feelings and Behaviour**: 38%
- **Making Relationships**: 45%
- **Listening and Attention**: 42%
- **Understanding**: 40%
- **Speaking**: 32%
- **Moving and Handling**: 46%
- **Health and Self-care**: 50%
Change in percentage of children reaching the appropriate developmental band

- Self-confidence & Self-awareness: +12%
- Managing Feelings & Behaviour: +7%
- Making Relationships: +13%
- Listening & Attention: +11%
- Understanding: +10%
- Speaking: +8%
- Moving & Handling: +10%
- Health & Self-care: +12%
What does the data tell us?

• We are closing the gap
• Where the focus needs to be this year
• Speech and language development is an important area of focus along with managing feelings and behaviour
Achievement for All provides a system of measurement and accountability that will support Ofsted inspections and effective use of Pupil Premium, enabling settings to demonstrate improved rates of progress for vulnerable and disadvantaged pupils.
Case Studies