

School Readiness: Child Ready

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What is school readiness? Hot topic

In recent research school leaders asked to:

“Consider a child to be school ready if the child was able to begin to participate in the curriculum and wider school life upon reaching the current compulsory school age.”

(Family and Childcare Trust, and NAHT)

A child who is not school ready...

Area of development	Examples for a child who is not school ready
Communication & language	Child finds it difficult to express themselves and describe needs, or to understand others.
Physical development	Problems with co-ordination, control and movement - e.g. putting on clothes or using the toilet independently.
Personal, social & emotional development	Child finds it difficult to form relationships with others, or to have a positive sense of themselves.
Literacy & mathematics	Lack of basic understanding of numbers, or links between letters and sounds.
Understanding the world	Little understanding of the physical world or the community around them.

Early Years Foundation Stage

- The Early Years Foundation Stage Profile is an assessment completed at the end of the Reception year (4 - 5 year olds).
- It is an indicator used to assess school readiness within the public health outcomes framework.
- It is an indicator used by schools to measure readiness for the national curriculum.
- Performance nationally is measured by the percentage of children achieving a Good Level of Development (GLD).

Scale of problem

- Overall performance GLD above national
- Challenges exist for our most vulnerable learners
 - Free School Meal eligible
 - Gender Gap
 - Those with Education Health and Care Plans and those at SEN support level.
 - English as an additional language
 - Service families

North Yorkshire performance

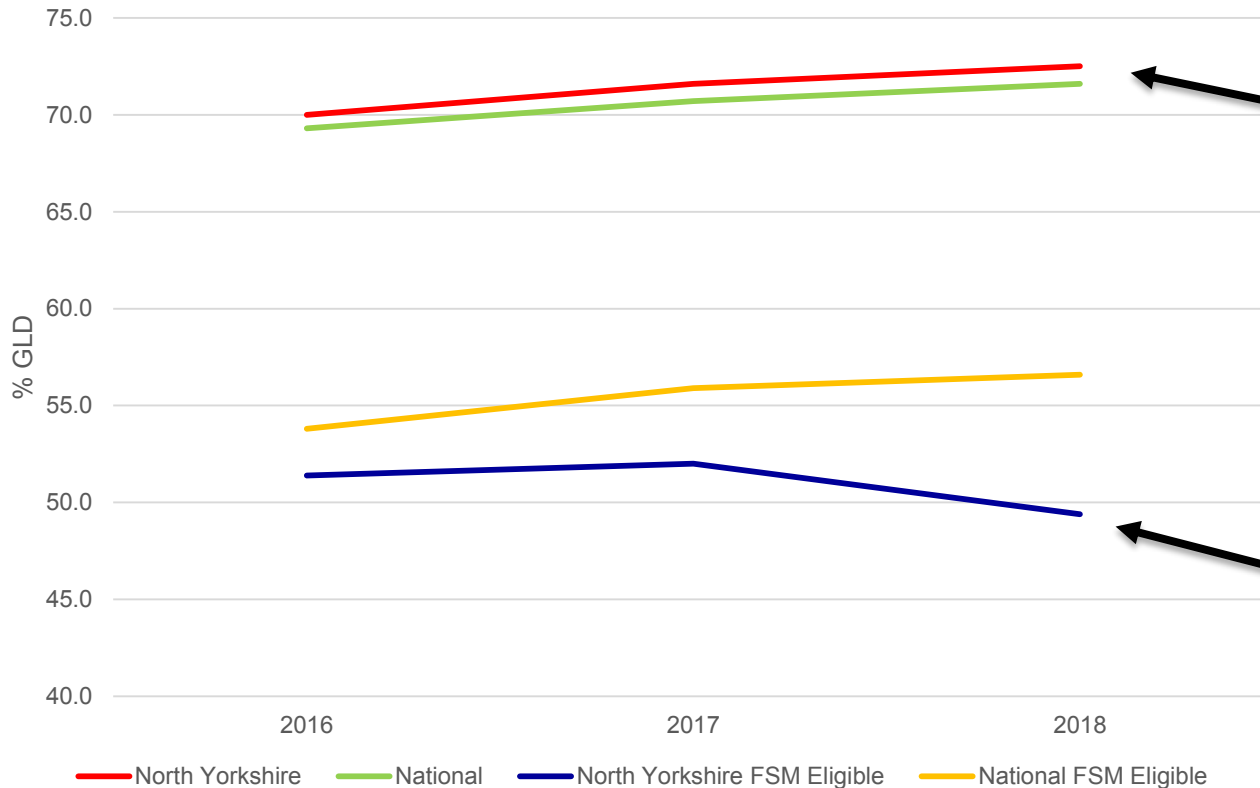
Percentage of children achieving a Good Level of Development (2018)

	North Yorkshire	National	Yorkshire & Humber	Statistical neighbours	Top performing (average of top 10)
%	72.5%	71.5%	69.4%	73.0%	77.6%
NY rank	n/a	62/151	4/15	8/11	n/a

The total Early Years cohort was 5949 pupils; 4,315 pupils achieved a GLD and 1,634 did not.

North Yorkshire performance

Early Years Foundation Stage - % GLD



Overall 7 out of 10 children achieved a Good Level of Development (GLD).

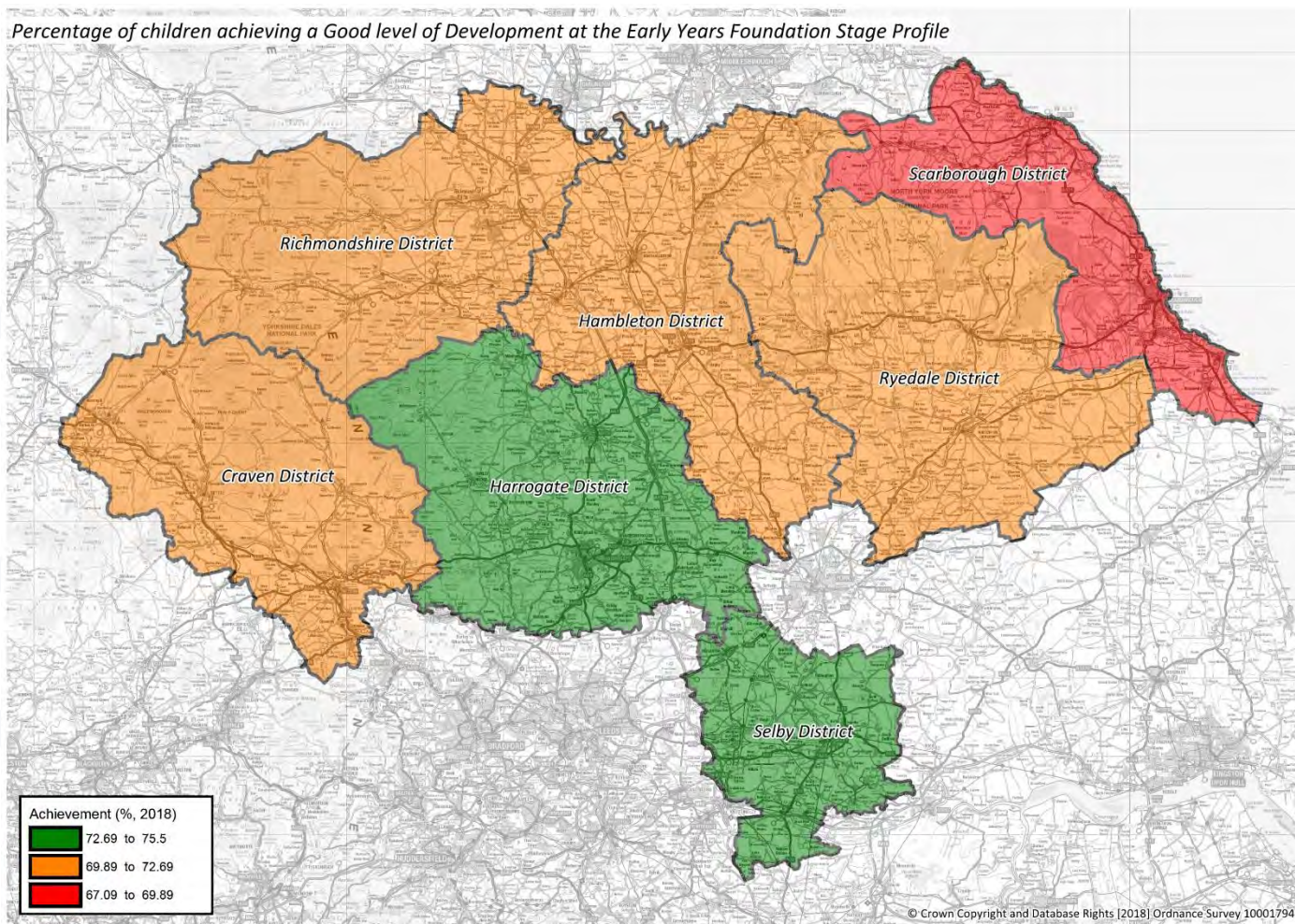
But only 5 out of 10 free school meal eligible children achieved a GLD.

EYFS – most common areas of learning that were missed

Most common areas of learning missed by children who didn't achieve a GLD

Area	Number	%
Writing ELG	1,495	91.5%
Reading ELG	1,281	78.4%
Numbers ELG	1,070	65.5%

District analysis



District analysis

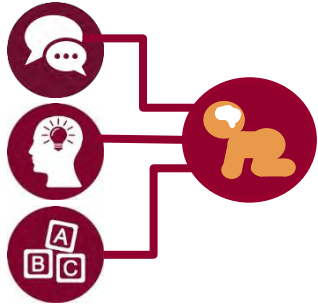
- Harrogate has the highest percentage of pupils achieving a GLD (75.5%). The performance for Harrogate would rank the district 15th out of 152 in the country.
- Scarborough (67.1%) has the lowest percentage of pupils achieving a GLD. The performance for Scarborough would rank the district 136th out of 152 in the country.

Influences on School Readiness

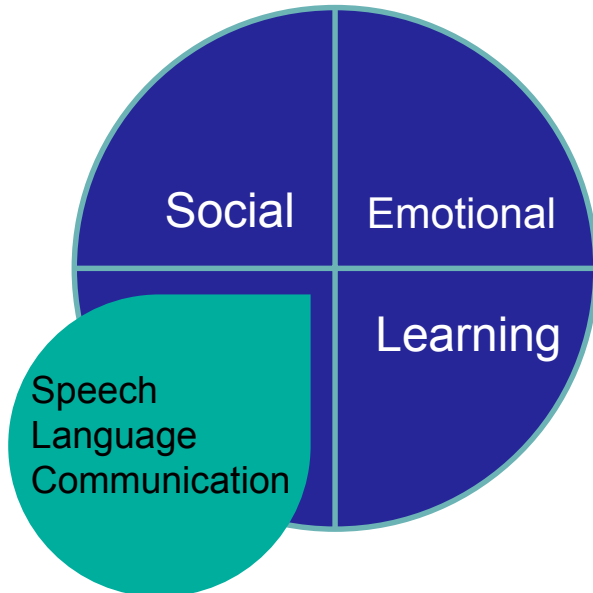
- Parenting & families
- Communities
- Early Years & Early Help Providers
- Healthy Child Programme
- Children's Centres
- Transitions
- 70% of a child's time is spent out of school

National call to action: Why does early language matter?

The link between language and other social, emotional and learning outcomes makes early language a primary indicator of child wellbeing



Difficulties in one area of development lead to problems with the others



Educational disadvantage:

Communication is the key to access learning

Reduced school readiness/ Poor academic achievement

Emotional and behavioural difficulties

Increased risk of ADHD and anxiety disorders in adolescence

Risky behaviours

More than 70% of young people in the youth offenders system have a communication disability

Criminal Justice

50% of the UK prison population have language difficulties (compared to 17% of general population)

Economic disadvantage

12% lower earnings due to inadequate literacy skills
Twice as likely to be unemployed at age 34



Mental Health problems

3x Increased risk of mental health problems in adulthood

Strategy going forward

We know who the children are – “the 1,000”

Pupils who didn't achieve a GLD and the communication & language area of learning was a contributory factor

2018	882	54%
2017	960	55.5%
2016	991	53.3%

What is contributing to improvement – Early Years Settings

- Average two year old funding take up is 96% of eligible compared to 72% nationally and 73% in Yorkshire and Humberside (YH Dashboard 2018)
- In NY for 3 year olds this increases to 98%
- On average 97% of EY providers are good or outstanding

What are we doing to address the problem?

- Director led working group developing a School Readiness Strategy with a focus on Early Language Development – includes University of Manchester
- School improvement team use the data to inform local work with schools and EY settings
- Early Help Strategy
- Successful targeting has taken place e.g gender gap this has proven unsustainable
- Education and Skills Strategy – Unlocking Achievement Early Years Project
- Director led working group developing a School Readiness Strategy with a focus on Early Language Development – includes University of Manchester
- School improvement team use the data to inform local work with schools and EY settings
- Early Help Strategy
- Successful targeting has taken place e.g gender gap this has proven unsustainable
- Education and Skills Strategy – Unlocking Achievement Early Years Project

Unlocking achievement

Objectives

- To close the gap before children enter school focusing in areas identified through school level EYFS profile data analysis and numbers of vulnerable two year olds
- To learn from a Local Authority which has successfully closed the attainment gap
- To support practitioners in identifying gaps in learning and development for individual children aged two- three years old
- To facilitate planning aimed at closing the gap earlier, planning for the individuals
- To raise the profile of planning and progression linked to aspects of learning identified
- To work in an integrated way with partners in areas to support schools and settings in meeting the needs of young children earlier

Opportunities a new proposal.. Childhood Futures Programme



Healthy Child Programme - Transforming Health Visiting: 5 Mandated universal reviews

- ❖ **Integrated with Early Years and Early Help – provides multiple new opportunities to identify need very early and intervene quickly if needed**



Service redesign for School Nursing will release funding for new capacity for integrated service

- ❖ **New aspirations for health commissioning in designated zones**
- ❖ **Reshaping provision and new capacity will deliver on school readiness, SLCS, on-line well-being**



North Yorks Talks
Helping 1,000 children



Antenatal contact

New birth visit

6-8 weeks

10-12 months

2 - 2.5 year review

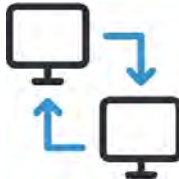
Early Years and Early Help Services – Transformed by early identification: Simultaneous assessments for all

- ❖ **Whole family approach spans across Early Years, Early Help and HCP**



- ❖ **Critical role for Children & Family Hubs**

- ❖ **Integrated IT systems will enhance strategic oversight and overall control**



- ❖ **Delivered by flexible workforce with relevant skill-mix – supported by strong volunteer workforce**

2 year progress check

EYFS 4 +

- ❖ **Critical role for Stronger Communities to oversee delivery in Hubs & build community resilience**



North Yorkshire County Council



All underpinned by recognised branding, a strong communications strategy and uniformity of key messages

Remember that re-alignment of services results in better outcomes for all and brings sizeable cashable savings

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Two Year old Funding and Extended Entitlement Funding

There are 920 providers offering 14,807 childcare places.

1,234 places taken by 0 – 2 year olds

9,433 places accessed on universal funding

4,629 places accessed on Extended Entitlement

Number of hours accessed

A total of 1,329,407.40 hours of universal funding was accessed by 6,117 children

A total of 555,596.08 hours of Extended Entitlement funding was accessed in 2,959 places.

83% providers are offering Extended Entitlement.

Two year funding

Average two year old funding take up is 83% compared to 71% nationally and 81% in Yorkshire and Humberside.

Highest take up is in Scarborough at 88%

Lowest take up is in Craven at 72%

Children with SEND

There is no specific information on children with SEND as this information is collected by NYCC for children accessing provision within mainstream EY provision.

There were five requests to FIS for information about where a child with SEND could access provision.

Sufficiency

62% childminders offer funded places

64% group providers in PVI sector offer funded places

As of March 2018 96.4% settings rated good or outstanding.

There has been a small demand for childcare outside of “normal” hours due to shift work and flexible working patterns.

Only 33% groups settings are open all year round.

Craven

New housing development in the Skipton areas will require 126 potential new places.

Access to cross border settings in Bradford/Lancashire and Cumbria

Hambleton

New housing development will require 169 potential new places.

Sufficient group providers but concentrated in urban areas.

Harrogate

New housing development in the Harrogate areas will require 431 potential new places.

Sufficient group providers but concentrated in urban areas with not much rural provision.

Access to cross border settings in Leeds and York.

Richmondshire

New housing development will require 108 new places – especially around the Catterick area.

Significant amount of movement in the Richmondshire area makes predicting sufficiency difficult.

Sufficient group provision but concentrated in urban areas.

Ryedale

New housing development will require 71 potential new places especially in the Malton and Norton areas where there are already insufficient places.

Scarborough/Coast

New housing development will require 265 potential new places especially in the Scarborough North and South areas.

Lots of seasonal movement makes it difficult to predict sufficiency needs.

Sufficient group provision but concentrated in urban areas.

Selby

New housing development will require 1,058 potential new places.

Sufficient group provision but concentrated to areas with pockets of insufficiency.

Readiness for school – what the EYFS Profile data tells us

Data analysis at Children Centre Reach area carried out – 15 CCRA's across the County

This is used to inform training and professional development for staff in schools and in Early Years settings in the localities, where the need is the greatest through the Early Years Closing the Gap Strategy.

Targeted work supports the gap narrowing for vulnerable groups.

Early Years Foundation Stage Profile Good Level of Development

	NY	National	NY/Nat
2016	70%	69.3%	+0.7%
2017	71.6%	70.7%	+0.9%
2018	72.5%	71.5%	+1.0%

% Achieving a good level of development - All Pupils

	2016	SN Rank	National Rank	2017	SN Rank	National Rank	2018	SN Rank	National Rank
North Yorkshire	70.1	8	61	71.6	7	58	72.5	8	62
Central Bedfordshire	68.5	11	94	71.7	5	53	73.2	4	46
Cheshire East	71.3	5	42	71.7	5	53	72.9	6	50
Cheshire West and Chester	70.9	7	48	70.5	10	80	71.8	10	68
East Riding of Yorkshire	69.5	9	76	71.3	8	62	73.6	3	40
Rutland	72.1	3	32	75.7	2	15	73.0	5	48
Staffordshire	73.8	2	21	74.5	3	23	75.0	1	24
Warrington	71.5	4	41	71.0	9	68	72.8	7	51
Warwickshire	71.0	6	45	72.6	4	43	72.4	9	63
West Berkshire	75.1	1	11	75.8	1	13	74.1	2	33
Worcestershire	69.0	10	85	69.7	11	98	71.2	11	80
England	69.3			70.7			71.5		
Yorkshire and Humber	67.4			68.8			69.4		
NY/England	0.8			0.9			1.0		
NY/Y&H	2.7			2.8			3.1		

% Achieving at least the expected level in all Communication, Language and Literacy AOLs - All Pupils

	2016	SN Rank	National Rank	2017	SN Rank	National Rank	2018	SN Rank	National Rank
North Yorkshire	83.9	4	37	84.2	4	39	85.0	4	31
Central Bedfordshire	83.1	7	49	85.1	3	25	85.3	3	26
Cheshire East	83.2	6	47	82.0	9	75	82.7	8	64
Cheshire West and Chester	84.7	2	31	83.2	7	53	83.5	7	52
East Riding of Yorkshire	83.3	5	45	83.9	6	47	84.8	5	35
Rutland	82.5	8	57	87.4	2	11	85.9	2	19
Staffordshire	84.5	3	34	84.2	4	39	84.3	6	42
Warrington	82.2	9	65	81.0	11	96	82.1	10	82
Warwickshire	81.8	10	75	82.5	8	69	82.2	9	80
West Berkshire	87.8	1	5	88.8	1	3	86.6	1	15
Worcestershire	81.5	11	78	81.2	10	90	82.0	11	85
England	81.6			82.1			82.4		
Yorkshire and Humber	81.0			81.7			81.9		
NY/England	2.3			2.1			2.6		
NY/Y&H	2.9			2.5			3.1		

% Achieving at least the expected level in all Physical Development AOLs - All Pupils

	2016	SN Rank	National Rank	2017	SN Rank	National Rank	2018	SN Rank	National Rank
North Yorkshire	89.2	5	45	88.8	5	51	89.5	4	32
Central Bedfordshire	88.7	7	56	89.1	3	48	89.7	3	30
Cheshire East	87.5	8	79	87.3	9	77	87.2	8	79
Cheshire West and Chester	88.8	6	52	87.9	7	65	87.5	7	71
East Riding of Yorkshire	89.8	3	29	89.1	3	48	89.4	5	34
Rutland	90.9	2	15	93.3	1	3	91.8	2	10
Staffordshire	89.3	4	40	88.4	6	60	87.6	6	68
Warrington	87.5	8	79	87.0	11	91	86.8	11	89
Warwickshire	87.3	10	81	87.5	8	72	86.9	10	86
West Berkshire	92.2	1	4	92.4	2	6	92.0	1	8
Worcestershire	87.2	11	82	87.1	10	85	87.1	9	80
England	87.5			87.5			87.4		
Yorkshire and Humber	86.7			86.7			86.7		
NY/England	1.7			1.3			2.1		
NY/Y&H	2.5			2.1			2.8		

% Achieving at least the expected level in all Personal, Social and Emotional Development AOLs - All Pupils

	2016	SN Rank	National Rank	2017	SN Rank	National Rank	2018	SN Rank	National Rank
North Yorkshire	87.0	3	38	87.4	2	30	87.4	5	30
Central Bedfordshire	86.1	5	50	87.0	5	38	87.5	4	27
Cheshire East	85.7	7	56	86.1	7	57	86.6	8	47
Cheshire West and Chester	87.4	2	32	86.1	7	57	85.2	10	78
East Riding of Yorkshire	85.9	6	54	87.2	4	34	87.8	3	21
Rutland	85.1	8	66	87.4	2	30	87.9	2	19
Staffordshire	86.8	4	40	86.7	6	44	86.8	6	42
Warrington	85.0	10	70	85.0	10	84	86.8	6	42
Warwickshire	84.5	11	85	86.0	9	62	85.4	9	74
West Berkshire	89.8	1	5	90.5	1	4	89.9	1	5
Worcestershire	85.1	8	66	84.5	11	92	84.8	11	89
England	84.8			85.2			85.2		
Yorkshire and Humber	83.9			84.5			84.4		
NY/England	2.2			2.2			2.2		
NY/Y&H	3.1			2.9			3.0		

% Achieving at least the expected level in all Literacy AOLs - All Pupils

	2016	SN Rank	National Rank	2017	SN Rank	National Rank	2018	SN Rank	National Rank
North Yorkshire	72.5	10	72	73.5	8	63	74.2	8	59
Central Bedfordshire	72.7	9	67	74.5	5	51	75.5	3	40
Cheshire East	73.4	5	53	73.8	6	58	74.8	6	53
Cheshire West and Chester	73.1	7	59	72.4	9	86	73.6	10	71
East Riding of Yorkshire	73.1	7	59	73.7	7	61	75.4	4	43
Rutland	75.5	3	27	78.0	2	14	75.2	5	48
Staffordshire	75.9	2	22	76.0	3	26	76.3	2	30
Warrington	73.2	6	58	72.3	10	87	74.0	9	64
Warwickshire	73.7	4	49	74.6	4	50	74.3	7	56
West Berkshire	76.9	1	17	78.4	1	11	76.5	1	27
Worcestershire	71.9	11	81	72.3	10	87	73.3	11	76
England	72.1			72.8			73.3		
Yorkshire and Humber	69.4			70.2			70.7		
NY/England	0.4			0.7			0.9		
NY/Y&H	3.1			3.3			3.5		

% Achieving at least the expected level in all Mathematics AOLs - All Pupils

	2016	SN Rank	National Rank	2017	SN Rank	National Rank	2018	SN Rank	National Rank
North Yorkshire	79.4	4	44	79.8	5	46	80.7	5	39
Central Bedfordshire	79.1	5	51	80.8	3	28	81.1	4	31
Cheshire East	79.1	5	51	78.9	8	65	80.4	7	44
Cheshire West and Chester	79.1	5	51	78.0	9	78	79.0	10	68
East Riding of Yorkshire	78.2	10	70	79.5	6	52	81.7	3	24
Rutland	82.5	1	14	82.7	2	16	82.7	2	17
Staffordshire	79.8	3	36	80.6	4	29	80.7	5	39
Warrington	78.8	8	60	77.9	10	79	79.1	9	66
Warwickshire	78.7	9	64	79.1	7	59	79.3	8	63
West Berkshire	82.5	1	14	83.0	1	13	83.1	1	12
Worcestershire	77.5	11	82	77.3	11	90	78.5	11	77
England	77.4			77.9			78.3		
Yorkshire and Humber	74.5			75.3			75.8		
NY/England	2.0			1.9			2.4		
NY/Y&H	4.9			4.5			4.9		

The gender gap

- Boys and girls develop in different ways and at different rates, however both boys and girls can achieve well at the end of the EYFS, but typically they do require their learning to be facilitated in different ways.
- A gender gap could indicate the educational provision is not meeting the needs of all children.

Closing the Gender Gap

% GLD	2016	2017	2018
NY Gap	15	11.8	13.9
Hambleton North	18	13.9	22.9
Richmondshire	16	10.3	11.1
Hambleton South	17	11.4	12.4

Closing the Gender Gap

% GLD	2016	2017	2018
NY Gap	15	11.8	13.9
Craven Gap	12.7	12.3	16.1

Closing the Gender Gap

% GLD	2016	2017	2018
NY Gap	15	11.8	13.9
HNT CCRA	14.6	10.9	11.6
HESK	11.8	14.7	5.4
R&RH	11.1	8.6	16.2

Closing the Gender Gap

% GLD	2016	2017	2018
Gap	15	11.8	13.9
Ryedale	9.8	19.8	14.8
Scarborough Central	24.7	17.4	10.2
Scarborough North	18.3	8.1	11.4
Scarborough South and Filey	20.6	11.4	9.0
Whitby and the Moors	9.9	17.8	15.4

Closing the Gender Gap

% GLD	2016	2017	2018
LA Gap	15	11.8	13.9
Ryedale	9.8	19.8	14.8
Selby South	17.5	13.8	12.2
Selby North	13.2	14.7	22.5
Rural Selby	7.1	0.8	14.1

Children learning English as an additional language

- Cohort sizes fluctuate across the County, depending on where new arrivals are housed, and where working migrants gain employment.
- Children's mastery of English is linked to their home environment as well as the educational setting.
- Children need a good model of their first language before linking this to their learning in English.
- Children are expected to be able to communicate and use language throughout the Early Years curriculum

Closing the EAL Gap

% GLD	2016	2017	2018
NY Gap	13.3	11.7	12.9
Hambleton North	3.9	8.1	3
Richmondshire	3	11.1	17.3
Hambleton South	35.3	26.7	32.1

Closing the EAL Gap

% GLD	2016	2017	2018
NY Gap	13.3	11.7	12.9
Craven CCRA	10	16.3	32.8

Closing the EAL Gap

% GLD	2016	2017	2018
NY Gap	13.3	11.7	12.9
HNT CCRA	13.2	29.3	22.4
HSEK CCRA	30.8	10.1	0.9
R&RH CCRA	12.2	21.9	20.4

Closing the EAL Gap

% GLD	2016	2017	2018
LA Gap	13.3	11.7	12.9
Ryedale	18.2	7.4	0
Scarborough Central	29.2	16.6	0.2
Scarborough North	1.6	22.0	17.3
Scarborough South and Filey	26.8	-13.4	8.9
Whitby and the Moors	-4.5	69.8	30.9

Closing the EAL Gap

% GLD	2016	2017	2018
LA Gap	13.3	11.7	12.9
Ryedale	18.2	7.4	0
Selby South	11.3	-1.4	19.2
Selby North	21.5	-8.4	2.0
Rural Selby	75.5	35.6	1.0

Children with Special Educational Needs

- This includes those with Education Health and Care Plans and those at SEN support level.

Closing the SEN Gap

% GLD	2016	2017	2018
NY Gap	55.3	56.1	54.3
Hambleton North	59.3	49.8	43.8
Richmondshire	45.8	45.3	58.3
Hambleton South	67	60.8	65.1

Closing the SEN Gap

% GLD	2016	2017	2018
NY Gap	55.3	56.1	54.3
Craven CCRA	57.5	54.5	69.9

Closing the SEN Gap

% GLD	2016	2017	2018
NY Gap	55.3	56.1	54.3
HNT CCRA	59.3	55.4	62.1
HSEK CCRA	25.2	70.1	64.8
R&RH	59.8	58	47.8

Closing the SEN Gap

% GLD	2016	2017	2018
LA Gap	55.3	56.1	54.3
Ryedale	54.0	63.9	55.8
Scarborough Central	58.6	72.6	52.9
Scarborough North	46.9	50.4	49.8
Scarborough South and Filey	54.2	56.1	41.0
Whitby and the Moors	27.0	73.2	51.7

Children from Service Families

- Pertinent to certain areas of the County
- Can be vulnerable due to number and speed of transitions
- Information sharing from previous educational setting can be slow to arrive, especially in the Early Years below the statutory school age

Closing the Service Children Gap

% GLD	2016	2017	2018
NY Gap	6.7	2.8	0.6
Hambleton North	15.7	0.9	3.5
Richmondshire	2.4	10.9	2.4
Hambleton South	-0.2	-33.3	-15.8

Closing the Service Children Gap

% GLD	2016	2017	2018
NY Gap	6.7	2.8	0.6
Craven CCRA	70.7	3.0	-28.2
No children in total	2	8	2

Closing the Service Children Gap

% GLD	2016	2017	2018
NY Gap	6.7	2.8	0.6
HNT CCRA	51.1 (5 children)	0 (2 children)	11.0 (3 children)
HSEK CCRA	14.1 (6 children)	75 (1 child)	43.3 (3 children)
R&RH CCRA	16.2 30 children	4.4 51 children	8.4 54 children

Closing the Service Children Gap

% GLD	2016	2017	2018
LA Gap	6.7	2.8	0.6
Ryedale	0.7	-6.0	-28.5
Scarborough Central	-	-	-
Scarborough North	-	-33.2	-
Scarborough South and Filey	-39.1	-35.6	-
Whitby and the Moors	-4.6	10.3	-30.3

Closing the Service Children Gap

% GLD	2016	2017	2018
Gap	6.7	2.8	0.6
Ryedale	0.7	-6.0	-28.5
Selby South	-	-	-24.7
Selby North	-	-19.7	-26.0
Rural Selby	-	-25.1	-24.3

The Disadvantaged Gap

- This measure compares the attainment of those children who are eligible for free school meals compared to those who are not eligible.
- It is therefore a gap based on the financial circumstances of the child's family and not necessarily linked to cognitive ability or other issues.

Closing the FSM Gap

% GLD	2016	2017	2018
NY Gap	20	21	24.6
Hambleton North	20.6	16.7	12.4
Richmondshire	10.3	13.4	22.6
Hambleton South	8.4	29.4	27.7

Closing the FSM Gap

% GLD	2016	2017	2018
NY Gap	20	21	24.6
Craven CCRA	19.1	18.4	14.4

Closing the FSM Gap

% GLD	2016	2017	2018
NY Gap	20	21	24.6
HNT CCRA	26	16.4	37.9
HESK CCRA	25.2	16.7	31.5
R&RH CCRA	29.1	26.1	25.9

Closing the FSM Gap

% GLD	2016	2017	2018
LA Gap	20	21	24.6
Ryedale	34.0	16.3	26.6
Scarborough Central	5.8	17.6	17.2
Scarborough North	33.4	14.6	20.1
Scarborough South and Filey	14.0	28.1	15.8
Whitby and the Moors	25.5	17.0	45.6

Closing the FSM Gap

% GLD	2016	2017	2018
Gap	20	21	24.6
Ryedale	34.0	16.3	26.6
Selby South	14.3	13.6	33.4
Selby North	11.2	24.2	15.7
Rural Selby	35.9	42.1	37.1

Unlocking Achievement Early

Rationale

- Data shows that if children enter school with a gap in their attainment as the child moves through school the gap widens.
- The Early Years teams have worked with schools and settings in the past focusing on Reception aged children to close the gap. This work has had good impact for one or two years. Schools seem unable to sustain the work beyond this and the gap widens as the children move through school.
- The work in previous years has not made a sustained improvement on North Yorkshire's overall disadvantaged gap which fluctuates, closing by a few percentage points one year, widening again another year.

Unlocking Achievement Early Project

Objectives

To close the gap before children enter school focusing in areas identified through school level EYFS profile data analysis and numbers of vulnerable two year olds

To learn from a Local Authority which has successfully closed the attainment gap

To support practitioners in identifying gaps in learning and development for individual children aged two- three years old

To facilitate planning aimed at closing the gap earlier, planning for the individuals

To raise the profile of planning and progression linked to aspects of learning identified

To work in an integrated way with partners in areas to support schools and settings in meeting the needs of young children earlier