

Early Years Action Plan 2019-2022

This plan sits within the overall 3As strategy as a key obsession as set out below:

All children make the best start to learning [Attend, Attain and Achieve]

This is our first obsession because it is vital to changing outcomes for all learners over time. Research and evidence suggests that improving learning in the early years improves outcomes throughout childhood and into adult life. Improving early learning is the most effective and cost effective way of improving outcomes for all children and narrowing the gaps between groups of learners. At present Leeds does not do well as a city for the youngest learners in some measures. In the assessment undertaken for all five year olds, the Foundation Stage Profile, only 65.7% currently achieve a 'Good Level of Development' compared to 71.8% nationally, although this is improving. The principles that inform the Three As strategy shape our approach. As a whole child strategy we want to focus on learning and wider wellbeing – recognising the importance of early years attachment and the power of play for early learning. As a Think Family strategy we want to continue to build better ways of joined up help for the whole family because we know this is important to help infants thrive. As a restorative strategy we want to work with families and communities to help them to build relationships and the social capital to support families and children thrive and learn.

Key measure: the % of five year olds achieving a 'Good Level of Development' in the Foundation Stage Profile.

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Books and resources provided by Booktrust	Julie Longworth Phil Mellen	Identify families where 3 and 4 year olds are not accessing EYFS or other learning and cross-reference with systems to see whether SW, Family Support Workers and Health Visitors are in contact. Provide reading support packs and signpost to local reading provision and support.	GLD on average across the city to improve to at least 70% (at least 60% for disadvantaged students). Reduce number of 3 and 4 year olds not accessing any EYFS provision by 50% +	June 2019 - onwards	Sep-22		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Books and resources provided by Booktrust	Andrea Richardson	Ask schools and EYFS settings to share data about pupils not on track for GLD and cross reference with systems to see which other LCC staff are interacting with those families. Use Booktrust books to enhance reading provision at schools and settings.	GLD and KS1 outcomes improve as per target table.	July 2019 - onwards	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time	Julie Longworth	Families First Early Help Hubs to gather and analyse a range of data and information held by the partnership in relation to these children to support an integrated approach to identifying and responding to need.	Children and families receive a targeted needs led integrated response from the agencies that they are involved with and evidence of improved outcomes as a result.	September 2019	September 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time	Peter Storrie	Detailed analysis of data around take up of places, outcomes for vulnerable groups, work with local universities to ensure approaches are informed by best evidence base from research and practice.	Improved Good Level of Development at end of Foundation Stage	Sep-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time	Peter Storrie	Improve methods used for tracking children from their starting points in EYFS, to EYFSP	Improved outcomes at EYFS for FSM, FSM-boys FSM-EAL	Sep-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	3 part moderation process to support, challenge and guide schools throughout the year.	Improved Good Level of Development at end of Foundation Stage	Begun Sept 2018	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Make Data Savvy course available to all schools, to use data effectively to inform planning and improve outcomes for children.	Improved Good Level of Development at end of Foundation Stage	Sep-19	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Licensing agreements (max £3K)	Dave Clark	Target 30 lowest performing schools with a comprehensive free programme of training, support and challenge which includes places on Data Savvy, Word Aware training, Writing training, Gender training	Improved Good Level of Development at end of Foundation Stage	Jan-20	Sep-21		

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Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Necessary training costs subsidised (£2k)	Dave Clark	SIAs to challenge schools around EYFSP data, signpost to further advice and training. SIAs to have received up to date training from Early Years team	Improved Good Level of Development at end of Foundation Stage	Mar-20	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Challenge schools in line with national averages where demographic data suggested it should be higher.	Improved Good Level of Development at end of Foundation Stage	Mar-20	Sep 22		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Training costs not more than £1200	Andrea Richardson	Develop a multi-agency pathway for communication, language and literacy support – 0-19 PHINS, SaL Therapy, Childrens centres, schools, settings EYDIT	Improved Communication and Language outcomes at GLD	Nov-19	Sep 22		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time to support networks. Ensure they are self-sustaining in medium term.	Dave Clark	Develop networks to share good Communication and Language practice across EY settings and childminders	Termly C and L networks established. Key messages about best practice shared with delegates. Increased practitioner confidence in C and L practice.	Sep-19	Sep 20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Training costs subsidy	Dave Clark	Develop EY Word Aware training package for universal and bespoke use and for the 30 lowest attaining schools	EY consultants attend Word Aware training for trainers and achieve accreditation. Specific EY training package developed 30 lowest	Sep-19	Sep 20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Resource cost	Dave Clark	Review develop and share Communication and Language resources across the consultant team and with CCT team.	A suite of high quality C and L resources available for schools and settings to support good practice.	Nov-19	Sep 20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Previous outcomes	Staff time Resource cost	Dave Clark	Support offer for lowest 30 attaining schools to help to raise attainment in EYFS.	Targeted offer of subsidised training and support packages made available to all 30 schools. Schools supported to	Sep-19	Sep 2020		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Resource cost	Andrea Richardson	Promote early play and reading opportunities in community hubs, libraries, children centres, schools, with an emphasis on priority areas	Improved engagement with early play. Improvement in Moving and Handling element of GLD outcomes.	Aug-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time Resource cost	Phil Mellen Andrea Richardson	Map existing provision that is currently on offer at a cluster level to raise awareness amongst professionals, children and families of the available opportunities. Work in partnership with a range of providers across the city to ensure an equity of opportunity regardless of postcode.	Increased take up of out of school opportunities by vulnerable children and young people and in particular those who are known to Social work and Early Help services. Wider and more comprehensive range of opportunities available for all children and young people. Uptake demonstrates that provision is	September 2019	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time Relevant research materials	Andrea Richardson	Research and implement interventions that impact on take up and attendance of 2 year olds at early learning settings	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Relevant research materials	Andrea Richardson	Better understand and increase the take-up of 2-year-old funding to develop an early education offer that is right for Leeds children	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		

Key	Origin	Financial Implications (see end of document for full costings)	Lead	Action	How will we know we've made a difference?	Start date	Target Completion	Status (RAG Rating - to be updated at 3As Steering Group)	Commentary / Evidence
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review Best practice from Newcastle	Staff time Printing costs and postage	Andrea Richardson	Improved family awareness of play and learning opportunities through 'Golden Ticket' approach to eligibility. Notify DWP families x 4 times per year.	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Sufficiency Report	Staff time Printing costs and postage	Dave Clark Viv Buckland Julie Longworth	Agree new arrangements for take up of 2 Year Old Offer with clusters, Childrens centres and EH hubs, best professional to link to family to ensure	Improve take up of 2 Year old places from 67% to 90%+	Jan-20	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Ofsted	Staff time	Andrea Richardson	Train and support Social Workers, Family Support Workers, Health Workers and others to support communities and families where take up is low.	Ensure CIN, CP take up and attend good early learning provision	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Relevant research materials	Andrea Richardson	Using evidence based approaches promote understanding and awareness with families of the importance of good early language, play and learning experiences	Improve take up of 2 Year old places from 67% to 90%+	Sep-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Sufficiency report	Staff time Potential building and resource costs	Viv Buckland	Work with schools in priority areas to develop 2 year old places and wrap around child care	Improve take up of 2 Year old places from 67% to 90%+	Oct-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer review	Staff time Relevant research materials	Andrea Richardson Dave Clark	Research and implement interventions that ameliorate the effects of deprivation, EAL and gender on attainment evidence based teaching programmes	Improve GLD outcomes at end of Reception for vulnerable groups	Sep-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Peer Review	Staff time Relevant research materials	Dave Clark	Using evidence based approaches develop sector led improvement though sharing good practice	Good practice networks are well attended by EY providers. EY practitioners share case studies and good practice with other providers.	Sep-19	Ongoing		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Support and challenge settings around robust moderation and improved progress at EYFS	All schools receive a 3 visit moderation package. Aspirational EYFSP targets are set and monitored at each visit. Accurate and robust assessments. Increased EYFSP outcomes.	Sep-19	Sep 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Preparation for Peer SEND Review 3As strategy	Staff time	Val Waite	Review SEND support and provision for 0-5's in line with other review processes	GLD outcomes for SEND pupils improve and narrow gap to peers	Nov-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	Sufficiency Report	Staff time Dubbit to source digital resources at nil or low cost	Dave Clark Andrea Richardson	Complete new digital learning resources with Dubbit(Child Friendly Leeds Digital Ambassador) for early learning	Targetted schools and setting have access to new digital resources which engage children and families, leading to improved GLD outcome.	Sep-19	Sep 2022		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Resources for settings	Dave Clark	Deliver Word Aware training for children's centre teachers	All children's centre teachers are Word Aware trained. Word Aware approach is embedded into training packages for Children's Centres. Appropriate strategies for vocabulary development are embedded into practice.	Feb-20	Sep 2020		

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Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	EYFS outcomes	Staff time Resources for settings	Dave Clark	Joint delivery of EY Word Aware training 0-5/5-11 consultant team for Arooj schools.	Word aware training delivered to Arooj schools. Word Aware approach is embedded into school practice.	Feb-20	Jan 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3As strategy	Performance Management Meetings	Andrea Richardson	Children's centre teachers to all have a performance management target around Reading.	Improved reading engagement leading to better confidence and improved outcomes at GLD	Jan-20	Sep 2022		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3As strategy	See Year of Reading Plan - majority of costs to be met by Booktrust and funding from CFL ambassadors	Phil Mellen Dave Clarke	Plan, publicise and deliver a 'Year of Reading' across Leeds in partnership with Booktrust, libraries and CFL Ambassadors. Involve officers, councillors and others in reading sessions across the city, particularly in areas of high deprivation or low reading ages. Incorporate new / revised Booktrust programmes. Organise author visits, poetry events etc in locations of most need. Tie in with Baby Week, 50 things to do before you're 5 etc.	Year of Reading takes place and includes city-wide events. A wide range of councillors, officers and partners get involved in story sessions creating an online library of storytelling that can be accessed by schools, libraries, children's centres and families. Booktrust programmes have maximum uptake. Reading outcomes improve as per the target table.	September 2019	September 2020		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	See Year of Reading Plan - majority of costs to be met by Booktrust and funding from CFL ambassadors	Phil Mellen Sue Wynne	Review and refresh the offer to parents across the city in terms of adult learning, particularly adult literacy. Target areas where reading outcomes are lowest for children and signpost parents to appropriate events and support.	Adult literacy classes enhanced and have better attendance. Parents report more confidence in supporting children's reading. Improvement in reading and related outcomes.	Autumn 2019	Summer 2022		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	See Year of Reading Plan - majority of costs to be met by Booktrust and funding from CFL ambassadors	Julie Longworth	Use existing group work support for children and families to distribute book packs and promote the 3As e.g. Caring Dads, Empowering Parents Empowering Communities.	Wider range of books available in disadvantaged areas leads to improved reading outcomes at primary school.	July 2019	July 2020		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Meeting time	Dave Clark	Autumn 2019 EY Leadership forums focus on Year of Reading and developing reading strategy.	Key messages about Year of Reading shared with EY leads across the city. Delegates reviewed school/setting reading practice in light of new Ofsted framework. Delegates are more confident and knowledgeable about the teaching of reading.	Oct-19	July 2020		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Staff time Resources	Dave Clark	Practical workshops delivered to settings to develop quality of delivery of stories/songs/rhymes.	Ey settings understand the importance of stories, songs and rhymes in developing children's early Literacy. Delegates feel more confident and knowledgeable about practical ways to support children's early phonological awareness and reading .	Oct-19	December 2020		

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Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Staff time	Dave Clark	Develop an EY reading audit to review the quality of reading provision in EY settings.	EY reading audit completed. Messages shared around key elements of good EY reading provision. EY settings are able to identify key areas for development.	Feb-20	July 2020		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Author Visit costs to be met by Booktrust and other partners	Andrea Richardson	EY author visits to EY settings, schools and CCs.	Engagement with events by settings, children and families. Increased enrolment in libraries, improved reading confidence.	Feb-20	Sep 2022		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	EYFS outcomes	Staff time Support from Booktrust	Dave Clark	Deliver free Reading Workshops for settings and childminders.	Workshops are well attended by PVI and Childminders. Key messages about Year of Reading and good practice in early reading have been shared. Delegates feel more confident and knowledgeable about practical ways to support children's early reading .	Nov-19	Sep 2020		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	Staff time	Amanda Ashe	Children's Centre Family Services annual conversation to include key target around 'Communication & Language' area of learning & reading aspect of literacy.	Improved outcomes at GLD in language and communication and reading	Feb-20	Sep 2022		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	Staff time	Amanda Ashe	Childrens Centre Teachers to develop a training package around Reading to be delivered to all Little Owls settings in liaison with Booktrust and Learnin Improvement Teams.	All Little Owls Settings to received updated training and demonstrarte impact on learning progress of children.	Jan-20	Sep 2021		
Obsession 3 - All children in Leeds read for learning and fun [Attain and Achieve]	3 As action plan	unded by Booktru	Amanda Ashe	Book start Corner to be delivered across all Children's Centres both in the Early Learning provision & as part of the Family Services offer	Training delivered leading to improved outcomes in reading and better reading engagement.	Sep-19	Sep 2021		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Cost of subsidy	Dave Clark	Subsidise a targeted training programme focussing on Communication and Language, Literacy and Maths.	Specific training packages developed and delivered in localities across the city. Training is attended by PVI settings who haven't previously engaged in training. Practitioners feel more confident and knowledgeable and can implement changes in practice in their settings.	Feb-20	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Cost of subsidy	Dave Clark	Extend access to subsidised training for settings at RI or Inadequate to consolidate improvements and development.	RI and Inadequate providers have access to subsidised universal training sessions. Practitioners receive training to support the setting's key improvement priorities. Improved quality of teaching and learning in the setting.	Feb-20	Sep-22		

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Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time	Dave Clark	Conduct visits to identified vulnerable settings to assess support/training needs and implement improvements alongside leadership team.	EY consultants visit all targetted settings. Priorities identified and EY action plans developed and implemented. Key staff attend targeted training sessions.	Feb-20	Sep-20		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	Staff time	Dave Clark	Develop a system to collate EYFS assessment data to enable moderation and monitoring of data.	Excel spreadsheet in place to collate EY assessment data fromPVI settings. Targeted settings completing termly assessment data. Increased knowledge about attainment and identification of good practice in settings.	Jan-20	Sep-21		
Obsession 1 - All children make the best start to school [Attend, Attain and Achieve]	3 As action plan	secondment (see	Dave Clark	Use seconded EY teachers to develop EY moderation and assessment networks for PVI settings to identify and share good practice.	Seconded teachers identified and in place. Termly moderation and assessment networks established in key locations across the city. Follow up support visits carried out to identified settings. Increased accuracy of exit assessment data.	Feb-20	Sep-22		

Cost implications:

- Improved family awareness of play and learning opportunities through 'Golden Ticket' approach to eligibility. Notify DWP families x 4 times per year.
Cost £5k
- Targeting of 170 CIN, CP and LAC children aged 2-4 NOT taking up early learning offer through Social Workers, Early Help Hubs RES teams, Early Start teams
 - Support primary schools with falling pupil numbers to establish 2 year old provision
Cost 20 x £250 £5k
 - Additional funding for schools who open new 2 year old provision.
Cost 10x £500 resource packs £5k

Improve the analysis of data of eligible 2 year olds to identify 200+ not taking up the offer Family outreach workers to make individual named contact with family and report outcome
Cost £15k additional admin- for data processing and sharing

Staffing costs

20 days EY seconded practitioner £200 x 20 = £4,000
15 days Children's Centre teacher time £200 x 15 = £3,000
Enhanced staffing = £7,000 in total

Additional visits to vulnerable settings

60 half day consultant visits £250 x 60 = £15,000

Venue/Training costs

12 half day training venues £200 x 12 = £2,400
16 half day moderation meeting venues £200 x 16 = £3,200
Total training/venue costs = £5,600

Subsidised places on EY training
50 half day training sessions £55 x 50 = £2,750

Development of guidance and support documents
Production of guidance, templates and support documents for use by settings
4 days consultant time £500 x 4 = £2,000

Resources to support implementation of training strategies
£3,500 to provide resources to settings needed to implement strategies

Total estimated cost £35,850