



## **CABINET – INFORMATION REPORT**

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Service Area	Community Wellbeing
Exempt/Non Exempt	Non Exempt
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To: *Chair, Ladies and Gentlemen*

### **Flying Start Foundation Phase Outcomes 2017/18**

#### **1.0 SUMMARY OF THE REPORT**

- 1.1 The purpose of the report is to inform elected members and colleagues of the performance outcomes of the Flying Start programme within Merthyr Tydfil, in particular in relation to the implementation of the Foundation Phase Compact.
- 1.2 Merthyr Tydfil has supported childcare settings over the past two years to implement the Foundation Phase and has worked with Welsh Government to amend local guidance which is now being utilised across Wales.

#### **2.0 INTRODUCTION AND BACKGROUND**

- 2.1 Flying Start is an early intervention, geographically targeted programme aimed at children 0-47 months and their families. There are four core entitlements including: funded part-time childcare for 2-3 year olds; an enhanced health visiting service, access to parenting support and access to Early Language Development support. Flying Start locally also offers a number of other elements in response to identified need including family support and targeted midwifery services. Merthyr Tydfil remains as having the highest percentage of its population with access to Flying Start (42% of 0-47mth population) through a cap figure of 1,204 children. In total 1,311 children benefitted from the programme over the year out of a population of 2,964.
- 2.2 There are currently no national comparators or indicators upon which to measure consistently the outcomes for children in Flying Start. However, within Merthyr Tydfil, the Foundation Phase Compact has been implemented and this year provides the

first set of data upon which to look at judgements and effectively be a baseline for future years.

- 2.3 Assessment criteria and expected outcomes have been obtained from the Welsh Government Foundation Phase Profile Handbook (Compact Version). Expected outcomes for children aged between two and four years are as follow:

Expected age of development	Related Foundation Phase Outcome
18-24 months	Gold
24-36 months	Outcome 1
36-48 months	Outcome 2

- 2.4 The Merthyr Tydfil Early Years Strategy has for the last three years identified one of its critical targets as: **% of children achieve outcome level one across all four areas of the Foundation Phase (Compact)**. Having already joined up the management information systems between Flying Start and Education the outcomes will be shared with schools and the progress of these children will now be tracked through the Education Capita One system.

### 3.0 FOUNDATION PHASE OUTCOMES

- 3.1 During 2017/18, 390 children were eligible for Flying Start childcare. However as reported previously the take up rate in Merthyr Tydfil was 97% which meant 353 children took up a childcare place during 17/18. Of these children 324 (92%) had initial and final assessments which were included in the FPP analysis below. The remaining 8% was made up of children who did not have both initial and final assessments. Of these 324 children, 168 were boys and 156 were girls. The following data analysis includes outcomes for children with Additional Learning Needs (ALN) and English as an Additional Language (EAL).
- 3.2 In 2017-18, 52% of children achieved Outcome Level 1 in all four areas of development at final assessment. When including vulnerable groups this figure decreases to 45% (ALN & EAL). In the pilot year of 2016/17 comparable approaches demonstrated 57% and 50% respectively, however the processes and systems were very new to practitioners and the data generated for 2016/17 is considered to be less reliable than the 2017/18 data. In order to improve this reliability moderation events and further training events took place during 2017/18, with the aim of improving the consistency and validity of practice across settings. .
- 3.3 The Foundation Phase Compact is made up of the following individual components and analysis of performance against each component clearly identifies that children's maths and language skills fall behind the other areas of development on both entry and exit assessments. The outcomes for each individual component are identified below:
- **Personal & Social Development, Wellbeing & Cultural Diversity** - 46% of children achieved expected outcomes (Gold or above) at initial assessment and 79% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

- **Language, Literacy & Communication Skills** - 33% of children achieved expected outcomes (Gold or above) at initial assessment and 69% of children achieved expected outcomes (Outcome 1 or above) at final assessment.
- **Mathematical Development** - 13% of children achieved expected outcomes (Gold or above) at initial assessment and 52% of children achieved expected outcomes (Outcome 1 or above) at final assessment.
- **Physical Development** - 51% of children achieved expected outcomes (Gold or above) at initial assessment and 81% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

3.4 Table 1 below identifies those children entering Flying Start settings in 2017/18 were assessed as being at a lower starting point, or not achieving their expected development for their age than those entering settings in 2016/17. The average percentage difference across all areas of development between 2016/17 and 2017/18 on entry to pre-school provision was -9.5%. However, the progress made by children within settings has accelerated in 2017/18 in comparison to the previous year (Table 2) and therefore this gap in development has been narrowed.

**Table 1: Comparisons 2016/17-2017/18**

	% of children Gold or above at initial assessment 2016/17	% of children Gold or above at initial assessment 2017/18	% difference from 2016/17 to 2017/18	% of children Outcome 1 or above at final assessment 2016/17	% of children Outcome 1 or above at final assessment 2017/18	% difference from 2016/17 to 2017/18
Personal & Social	56%	46%	-10%	82%	79%	-3%
Language	41%	33%	-8%	69%	69%	0%
Maths	27%	13%	-14%	54%	52%	-2%
Physical	57%	51%	-6%	78%	81%	-3%
Average % difference			-9.5%			-2%

Total number of children 2017/18 = 324 Total number of children 2016/17 = 300

**Table 2: Value Added Comparison 16/17 -17/18**

	% of children Gold or above at initial assessment 2016/17	% of children Outcome 1 or above at final assessment 2016/17	Value Added 16/17	% of children Gold or above at initial assessment 2017/18	% of children Outcome 1 or above at final assessment 2017/18	Value Added 17/18
Personal & Social	56%	82%	26%	46%	79%	33%
Language	41%	69%	28%	33%	69%	36%
Maths	27%	54%	27%	13%	52%	39%
Physical	57%	78%	21%	51%	81%	30%
Average % difference						

Total number of children 2017/18 = 324    Total number of children 2016/17 = 30

3.5 As can be seen from Table 2 above good progress has been seen in most areas when considering the starting point particularly in relation to maths and language skills. This data indicates that although children's initial outcomes in 2017/18 were lower than the previous year, factors such as early intervention by practitioners, targeted training provided by the local authority on development themes, and stimulating learning environments assisted children to make progress, despite starting from lower levels. The targeted approach the authority has taken to areas of the curriculum and of how settings are supported through specialists is beginning to pay dividends in relation to the outcomes for children.

#### **4.0 PERFORMANCE OF BOYS VERSUS GIRLS**

4.1 The total number of children undertaking initial and final assessments was 324. Of these children, 168 were boys and 156 were girls. This data indicates that in 2017/18, Flying Start girls outperformed Flying Start boys across all areas of development. However, it is important to note that girls were already outperforming boys at initial assessment. The gap between boys and girls has slightly narrowed between initial and final assessments across all areas of development. Overall, the gap between boys and girls narrowed by 5% in Personal & Social Development, 1% in Language, 5% in Maths and 3% in Physical Development from initial to final assessment. The data supporting this can be found in Appendix 1.

#### **5.0 PERFORMANCE OF CHILDREN WITH ADDITIONAL LEARNING NEEDS.**

5.1 In 2017/18 the total number of Flying Start children with ALN (Early Years Action Plus and Statemented) was 31. It is evident that outcomes for children with ALN are significantly lower than the outcomes of those of their peers. A robust analysis of this performance is hampered by both the small numbers involved and limited flexibility in methods of assessment – it can be difficult to accommodate a wide range of needs whilst using the same assessment tools. The data analysis can be found in Appendix 2 and demonstrates that very few children with ALN achieve Outcome Level 1.

#### **6.0 PERFORMANCE OF CHILDREN WHERE ENGLISH IS AN ADDITIONAL LANGUAGE.**

6.1 In 2017/18 the total number of Flying Start children with EAL needs was 21. This is 6% of the overall number of Flying Start children. It is evident from the data that in 2017/18, EAL children attending Flying Start settings did not progress in line with their non-EAL peers. However, it is important to note that 19% (4) of these children also had significant Additional Learning Needs. Practitioners at Flying Start settings report that they continue to experience difficulties communicating with some Parents/Carers and important information can be missed due to lack of understanding. Parents for whom English is not the first language may therefore be missing opportunities to support their children's development. Moving forward, the Flying Start central team is considering the possibility of providing additional translation services to support EAL families to engage with setting staff and to encourage further parental participation and develop understanding of the pre-school system. See Appendix 3.

## 7.0 FINANCIAL IMPLICATION(S)

7.1 There are no financial implications associated with this report.

## 8.0 INTEGRATED IMPACT ASSESSMENT

	Positive Impacts	Negative Impacts	Not Applicable
<b>1. Merthyr Tydfil Well-being Objectives</b>	1 of 4	0 of 4	3 of 4
<b>2. Sustainable Development Principles - How have you considered the five ways of working:</b> <ul style="list-style-type: none"> <li>• Long term</li> <li>• Prevention</li> <li>• Integration</li> <li>• Collaboration</li> <li>• Involvement</li> </ul>	5 of 5	0 of 5	0 of 5
<b>3. Protected Characteristics</b> <i>(including Welsh Language)</i>	1 of 10	0 of 10	9 of 10
<b>4. Biodiversity</b>	0 of 1	0 of 1	1 of 1
<p><b><u>Summary:</u></b></p> <p>The main positive impacts are increased access to quality learning opportunities based upon individual needs for children enabling improved development and reducing the potential for more costly interventions as they grow.</p>			

**SUE WALKER**  
**CHIEF OFFICER (LEARNING)**

**LISA MYTTON**  
**CABINET MEMBER FOR LIFELONG LEARNING**

<b>BACKGROUND PAPERS</b>		
Title of Document(s)	Document(s) Date	Document Location
Does the report contain any issue that may impact the Council's Constitution?		

***Consultation has been undertaken with the Corporate Management Team in respect of each proposal(s) and recommendation(s) set out in this report.***

## Outcomes by gender 2017/18

The total number of children undertaking initial and final assessments was 324. Of these children, 168 were boys and 156 were girls.

Area of Development 2017/18	Percentage of boys achieving expected outcomes at initial assessment (Gold or above)	Percentage of girls achieving expected outcomes at initial assessment (Gold or above)	Percentage of boys achieving lower outcomes than girls at initial assessment
Personal & Social Development, Wellbeing & Cultural Diversity	36%	56%	20%
Language, Literacy & Communication Skills	25%	41%	16%
Mathematical Development	10%	17%	7%
Physical Development	46%	56%	10%

Area of Development 2017/18	Percentage of boys achieving expected outcomes at final assessment (Outcome 1 or above)	Percentage of girls achieving expected outcomes at final assessment (Outcome 1 or above)	Percentage of boys achieving lower outcomes than girls at final assessment	Gap between boys and girls narrowed from initial to final assessment by
Personal & Social Development, Wellbeing & Cultural Diversity	72%	87%	15%	5%
Language, Literacy & Communication Skills	62%	77%	15%	1%
Mathematical Development	51%	53%	2%	5%
Physical Development	77%	84%	7%	3%

## **Flying Start children with Additional Learning Needs (ALN)**

In 2017-18 the total number of Flying Start children with ALN (**Early Years Action Plus and statemented**) was 31.

<b>ALN children 2017/18</b>	<b>Personal &amp; Social Development</b>	<b>Language Development</b>	<b>Mathematical Development</b>	<b>Physical Development</b>
Initial Gold or above	0%	3%	3%	23%
Final Outcome 1 or above	23%	26%	26%	35%
Value added (Final - Initial)	23%	23%	23%	12%

### **Personal & Social Development, Wellbeing & Cultural Diversity**

0% of children with ALN achieved expected outcomes (Gold or above) at initial assessment and 23% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 23%

### **Language, Literacy & Communication Skills**

3% of children with ALN achieved expected outcomes (Gold or above) at initial assessment and 26% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 23%

### **Mathematical Development**

3% of children with ALN achieved expected outcomes (Gold or above) at initial assessment and 26% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 23%

### **Physical Development**

23% of children with ALN achieved expected outcomes (Gold or above) at initial assessment and 35% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 12%



## EAL children

In 2017-18 the total number of Flying Start children with EAL needs was 21. This is 6% of the overall number of Flying Start children. 19% (4) of these children also had significant Additional Learning Needs and two of these children applied for a Statutory Assessment of their Additional Learning Needs.

Family background	Number of children
Polish	13
Portuguese	2
Filipino	1
Indian	1
Turkish	1
Other	3
<b>Total</b>	<b>21</b>

(Number of EAL children in 2016/17 = 23 and number of EAL children in 2015/16 = 19).

EAL children 2017/18	Personal & Social Development	Language Development	Mathematical Development	Physical Development
Initial Gold or above	29%	5%	5%	33%
Final Outcome 1 or above	67%	29%	19%	76%
Value Added (Final - Initial)	38%	24%	14%	43%

### **Personal & Social Development, Wellbeing & Cultural Diversity**

29% of children with EAL achieved expected outcomes (Gold or above) at initial assessment and 67% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 38%

### **Language, Literacy & Communication Skills**

5% of children with EAL achieved expected outcomes (Gold or above) at initial assessment and 29% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 24%

The average score per EAL child in Language, Literacy & Communication Skills at initial assessment is 5.95 (Bronze) – this is **two levels below** the expected outcome for a child at initial assessment. The average score at final assessment is 13.68 (Gold) – **one level below** the expected outcome for a child at final assessment. This demonstrates that although a lower percentage of EAL children achieved expected outcomes at final assessment, progress has been made.

### **Mathematical Development**

5% of children with EAL achieved expected outcomes (Gold or above) at initial assessment and 19% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 14%

### **Physical Development**

33% of children with EAL achieved expected outcomes (Gold or above) at initial assessment and 76% of children achieved expected outcomes (Outcome 1 or above) at final assessment.

Value added = 43%