

Early Years & Early Help



- We want children in Hackney to have the best possible start in their foundation years, so that they can achieve their potential regardless of their starting point.
- We want to improve the life chances and emotional wellbeing of every child, and
- Improve outcomes for disadvantaged children, so they develop as confident, capable and ambitious learners.

The Case for Early Help

The Cross Party 1001 Days Manifesto (2014), cited the 'early years of life are a crucial period of change; alongside adolescence this is a key moment for brain development. As our understanding of the science of development improves, it becomes clearer and clearer how the events that happen to children and babies lead to structural changes that have life-long ramifications. Science is helping us to understand how love and nurture by caring adults is hard wired into the brains of children'.

The Marmot Review Fair Society, Healthy Lives (2010), articulates the importance of investing in the foundation years, and its importance in preventing ill health later in life. The review cites that the accumulation of experiences a child receives shapes the outcomes and choices they will make when they become adults'.

The review into poverty and life chances; The Foundation Years Preventing Poor Children Becoming Poor Adults, found that children's life chances and outcomes are grounded on their development in their first five years of life. Parental education and opportunities for learning in those important years, have a greater impact on later outcomes than income (Frank Fields, 2010). What parents do is more significant than who they are.

The Study of Early Education and Development (SEED), showed the association between high quality early years settings and children's educational, cognitive, behavioural and social development in both the short and long term (Barnes and Melhuish, 2016).

Early Years Statutory Duty

- To improve outcomes for children aged 0-5 years and their families in order to increase school readiness, and reduce inequalities in outcomes for children at risk of under achievement.
- Effective quality early years provision has been evidenced to be a key element of early help, leading to improved outcomes (school readiness and lifetime outcomes).
- Provide support to parents, settings and agencies through the Family Information Service.
- Ensure sufficient early education, childcare places and a coordinated approach to 0-5 year olds working through children's centres, to promote integrated health, early education & childcare and parenting support.

Early Years Focus

- The availability of high quality early education & childcare.
- The take up of 15 and 30hr free entitlement for eligible 2, 3 & 4 yr olds.
- Ensure parents have access to the information they need to scaffold their parenting.
- Support and training to early years settings and childminders, to maintain good or better Ofsted judgement.
- Ensure children's centres are focused on improving outcomes for young children and their families, with a specific focus on the most disadvantaged children with the highest level of need, in order to reduce inequalities in child development, and school readiness; reinforced by improved parenting outcomes, self-esteem and resilience.
- A coordinated targeted multi-disciplinary, multi-agency approach to early help for young children and their families, underpinned by an assessment of need.

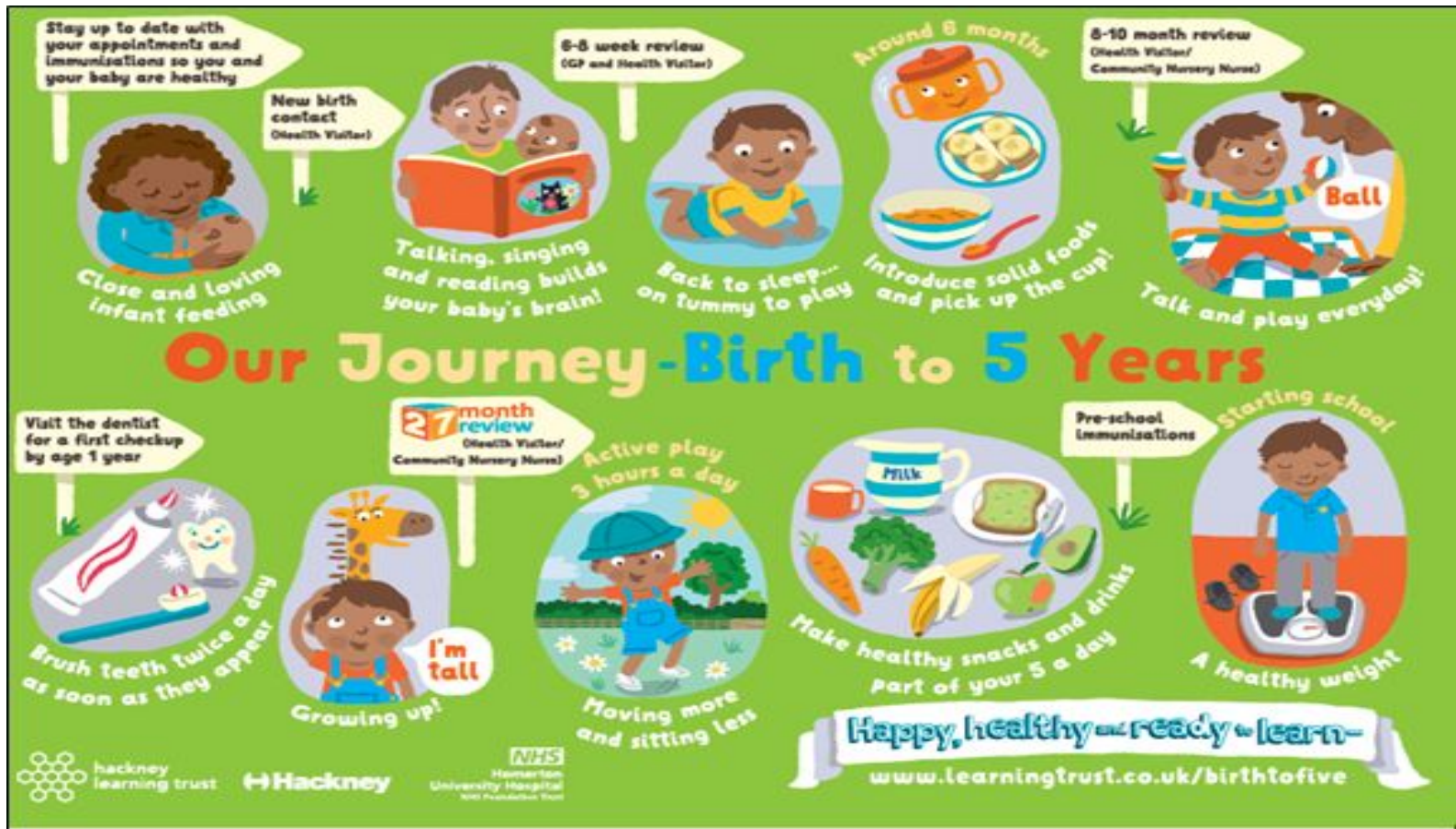
Principles

1. Partnership with parents, support for home learning and child and parent relationship, is an underlying principle across all provision.
2. Parents have access to the information they need when they need it, to access provision, services and opportunities.
3. Hackney Early Years will work in partnership with settings, agencies and organisations, and will broker relationships between settings and agencies, in order to deliver integrated, multi-disciplinary, seamless services to children and families, which are inclusive and accessible.
4. Deliver excellent universal and targeted intervention which supports early identification of need and early help to support families to address their needs.
5. A systemic approach to the delivery of universal and targeted family support predicated on 'think family', attachment aware, trauma informed practice, with a suite of evidence informed interventions that build resilience and promote wellbeing.

Principles

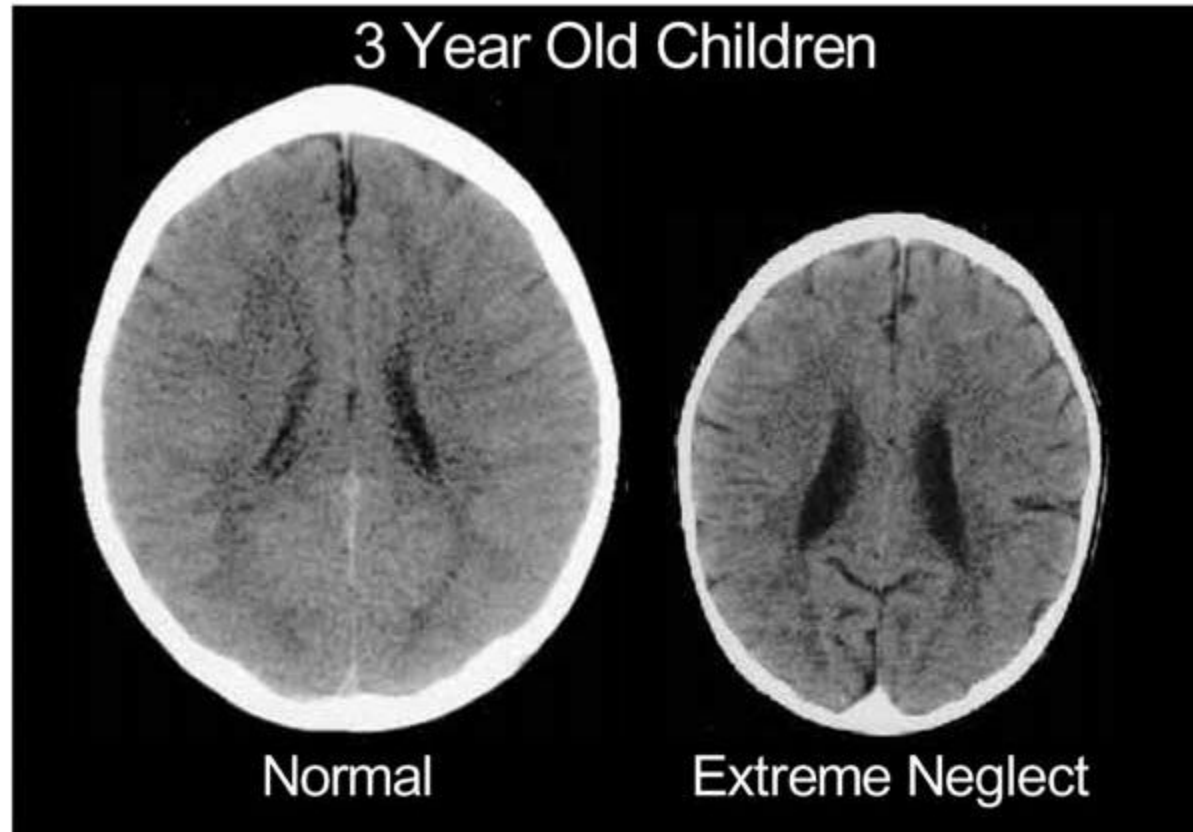
7. Supporting children's communication, language and literacy skills, and ability to self-regulate and manage their own behavior, is central to supporting outcomes.
8. Explore opportunities to broaden the role of children's centres into children and family hubs, to support parenting across all phases - early years, primary and secondary where it makes sense to do so.
9. The early years strategy and activity compliments other local strategies which enhances the life chances of children and families, with particular attention to health outcomes, meeting the needs of children with additional needs, and supporting parents economic outcomes.
10. Develop greater synergy and integrated leadership between early years and health visiting, to achieve greater efficiency in the deployment of resources to support in particular, babies in the first 1001 days.

Our Journey Birth to Five Hackney Early Years Framework



Childhood Experience on Brain Development

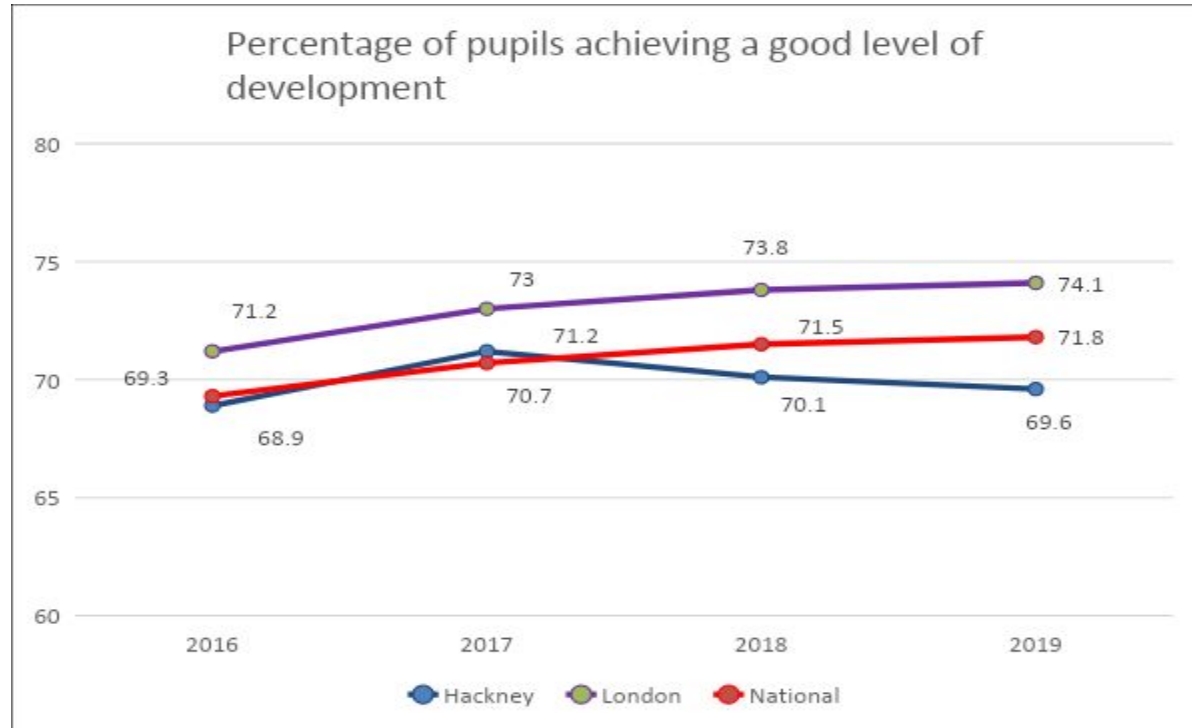
Extreme sensory neglect
(Bruce Perry 2002)



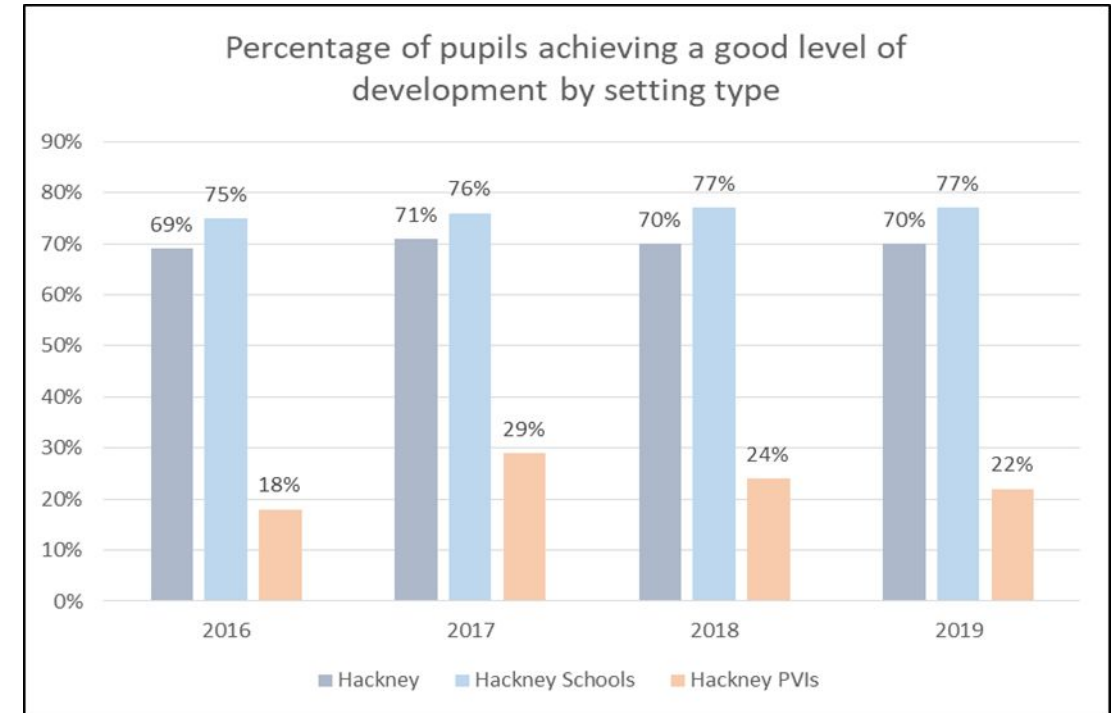
Expected Progress Measure: Good level of development at 5yrs

| Area of Learning | | Early Learning Goals (3 points per measure) | GLD Assessment |
|----------------------------|--|---|-------------------|
| Prime areas of learning | 1. Communication & Language | 1. Listening & attention 2. Understanding 3. Speaking | Y Y Y |
| | 1. Physical Development | 4. Moving & handling 5. Health & self-care | Y Y |
| | 1. Personal and Social Development, (Well-Being and Cultural Diversity) | 6. Self confidence & Self awareness 7. Managing feelings and behavior 8. Making relationships | Y Y Y |
| Specific areas of learning | 1. Literacy | 9. Reading 10. Writing | Y Y |
| | 1. Mathematical Development. | 11. Numbers 12. Shape, space and measures | Y Y |
| | 1. Understanding of the World. | 13. People and communities 14. The world 15. Technology | N N N |
| | 1. Creative Development. | 16. Exploring and using media and materials 17. Being imaginative | N N |

EYFS Profile Results (GLD end of Reception)

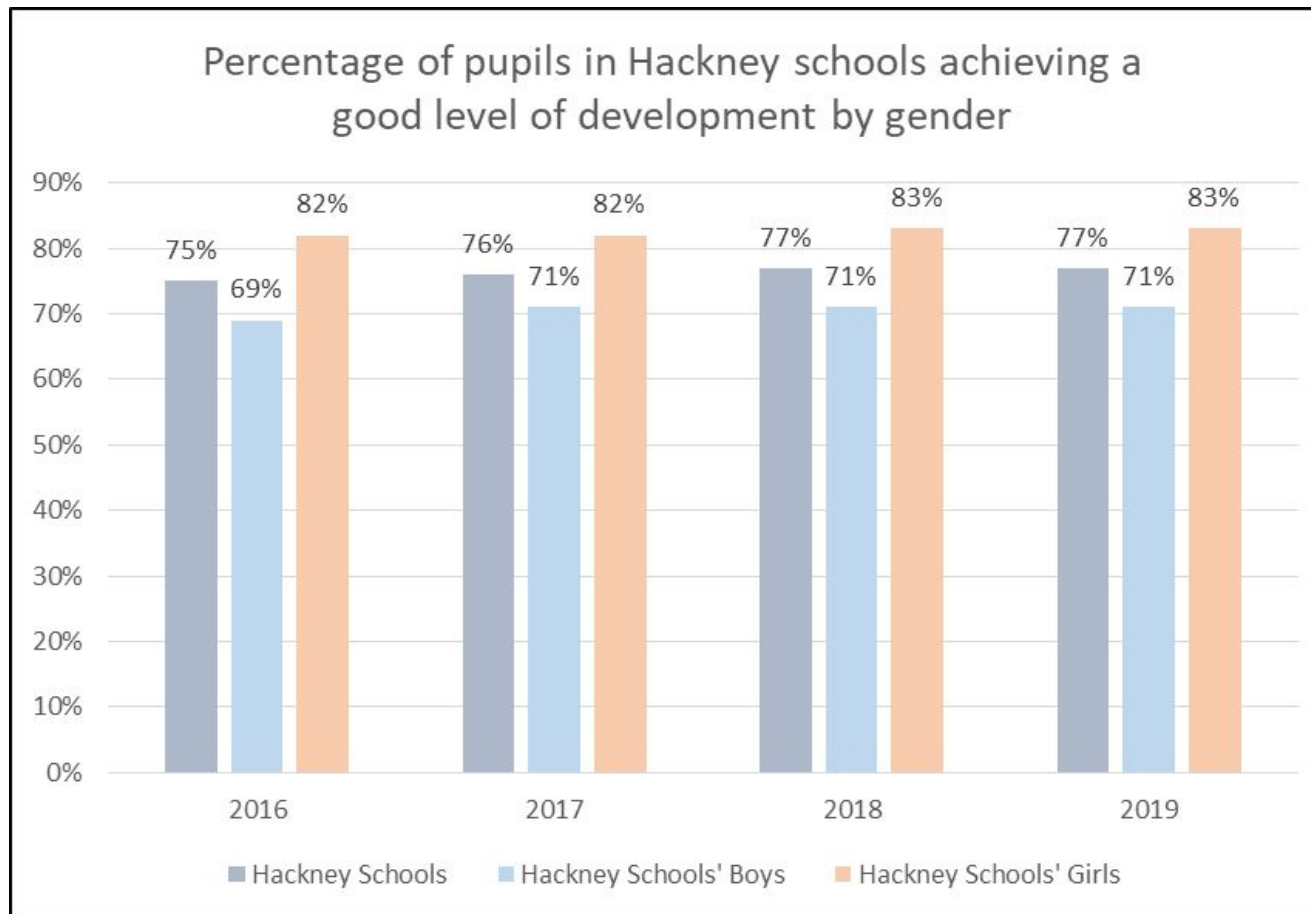


| Good level of development | 2016 | 2017 | 2018 | 2019 |
|---------------------------|------|------|------|------|
| Hackney national rank | 87 | 63 | 101 | 116 |
| Hackney | 68.9 | 71.2 | 70.1 | 69.6 |
| National | 69.3 | 70.7 | 71.5 | 71.8 |
| London | 71.2 | 73.0 | 73.8 | 74.1 |

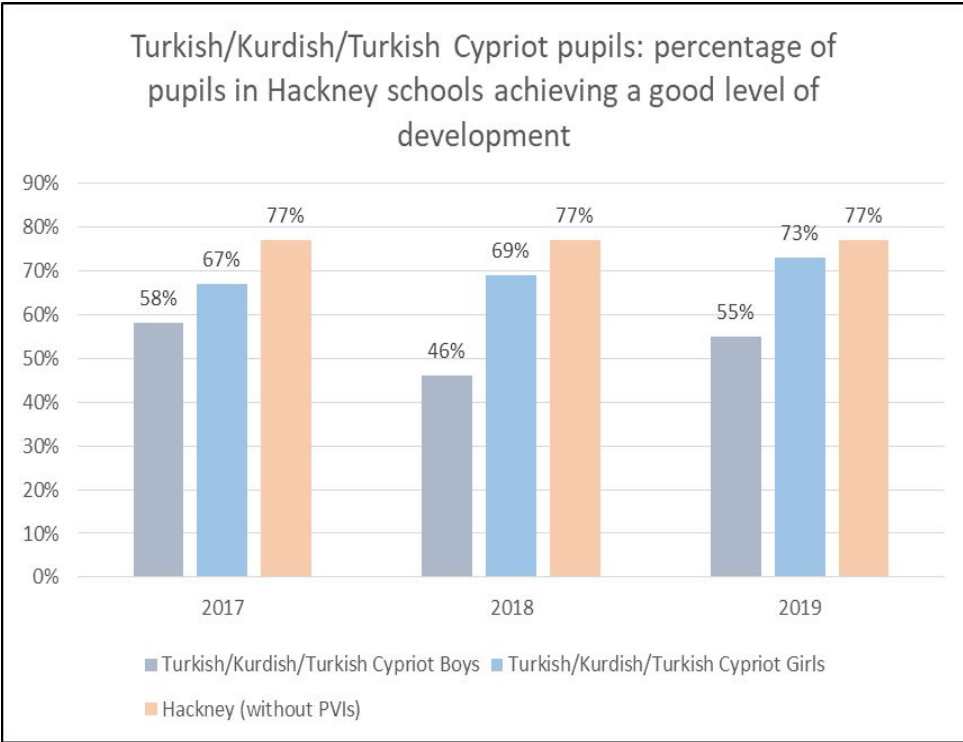
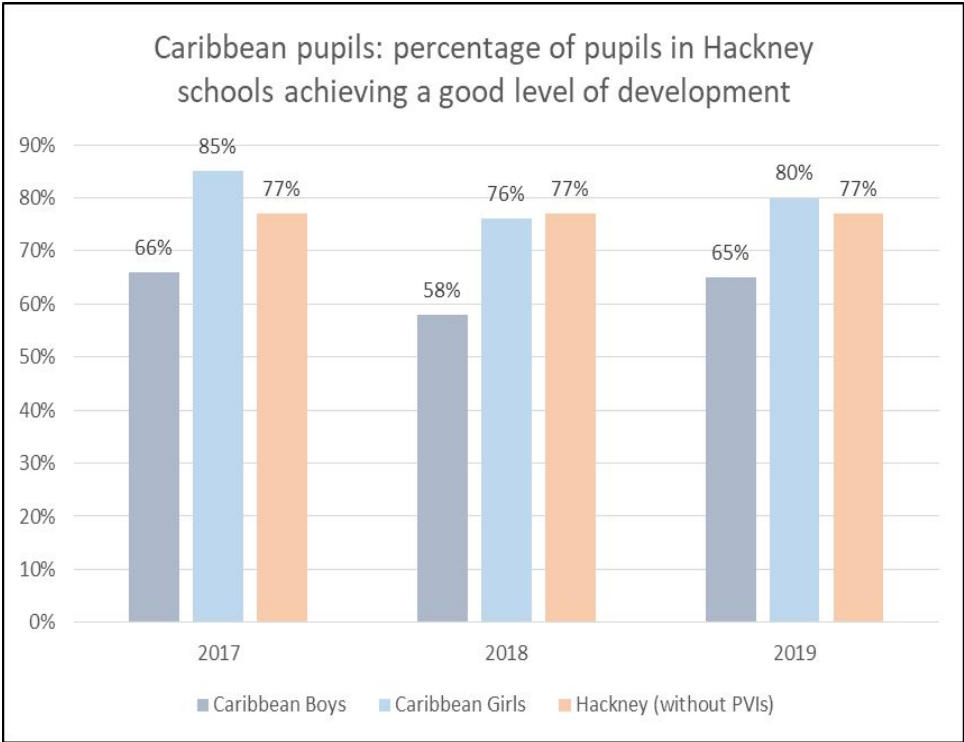


| Number of pupils | 2016 | 2017 | 2018 | 2019 |
|------------------|------|------|------|------|
| Hackney | 3137 | 3063 | 2998 | 2926 |
| Hackney Schools | 2786 | 2761 | 2617 | 2545 |
| Hackney PVI's | 351 | 302 | 381 | 381 |

Emerging Priorities



Those at risk of underachievement



EYFS Data Headlines

- The difference between National and Hackney has narrowed slightly
- Hackney Schools continue to exceed National
- Change in pupil numbers continues to impact; there are 72 fewer children attending Hackney schools (2019)
- Independent school roll increasing - outcomes are a challenge
- Girls exceed boys
- TKC girls and boys, and Caribbean boys are well below expected outcomes
- Communication & language score - 80% Hackney, 82% London, 82% England
- Communication, language & literacy score - 70% Hackney, 74% London, 72% England

Child Health Data

| Indicator | Period | England | London region | |
|---|---------|---------|---------------|-------|
| Child development: percentage of children achieving a good level of development at 2-2½ years | 2018/19 | 84.1* | 84.2 | 90.6 |
| Child development: percentage of children achieving the expected level in personal-social skills at 2-2½ years | 2018/19 | 92.9* | 93.1 | 96.9 |
| Proportion of children aged 2-2½yrs receiving ASQ-3 as part of the Healthy Child Programme or integrated review | 2018/19 | 90.3* | 85.8* | 90.1* |
| Child development: percentage of children achieving the expected level in problem solving | 2018/19 | 94.3* | 94.2 | 96.7* |

| Child Health | Percentage Population 0,300 | Period |
|---|---|---------|
| Breastfeeding at 6 weeks | Hackney - London - England 46% | 2018/19 |
| 6-8 week reviews | Hackney - London 70% England 85% | 208/19 |
| MMR @5YRS coverage 2 doses | Hackney 68% London 76% England 86% | 2019/20 |
| Overweight (inc obesity) | Hackney 24% London 21% England 22% | 2018/19 |
| Children in absolute low income families under 16years | Hackney 16% London 14% England 15% | 2018/19 |
| New birth visits within 14 days | Hackney 95% London 93% England 88% | 2018/19 |
| 0-4 hospital admissions unintentional & deliberate injuries | Hackney 103 per 10k London 87 per 10k England 123 per 10k | 2018/19 |
| Fuel poverty | Hackney 21% London 11% England 10% | 2018 |

Hackney 0-4 Population

A: 4k

B: 5k

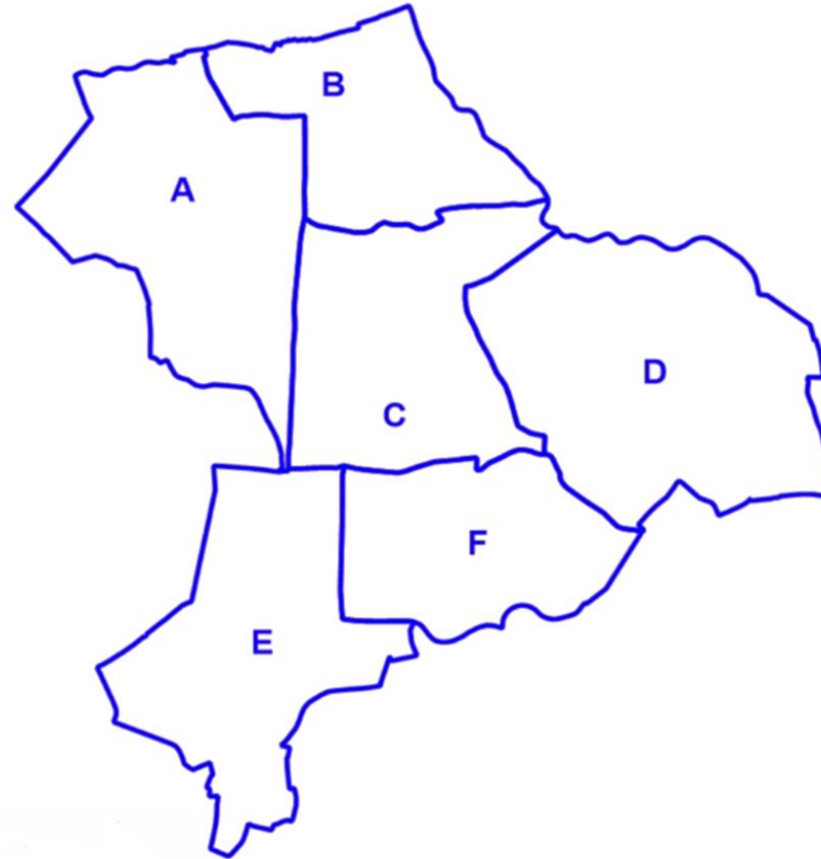
C: 3k

D: 3k

E: 2k

F: 3k

= 20,3000 (CCG Neighbourhoods)



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