

Action Plan – Review of Disadvantage in Early Years – People Select Committee

No.	Recommendation	Proposed Actions/Progress	Success Measures	Responsibility	Date
1.	Ensure that there is a clear focus on what is meant by disadvantage and this is reflected in relevant strategies	1. Ensure this is Included as part of the new 'Children's Strategy' with a focus on 'narrowing gaps and improving outcomes' for children and young people.	1. Clear focus on disadvantage in terms of narrowing gaps and improving outcomes, within the new 'Children's Strategy'. 2.	Diane McConnell	On-going
2.	Maintain the focus on identifying children eligible for funded Early Years education, and ensuring a comprehensive level of take-up	1. Continue the 'Golden Ticket' campaign to encourage families of eligible children to take up a place. 2. The Early Years Engagement Worker continues to support families, who lack in confidence, to access places in local provision. 3. Develop a comprehensive marketing plan to ensure maximum take up of places for 2 years olds and also the extended 30 hour offer for eligible 3 and 4 year olds.	1. Over 90% of eligible families accessing free provision for their children. 2. Less confident families accessing provision for their young children. 3. Marketing Plan in place, monitored to ensure maximum impact.	Jane Wright	On-going On-going July 2017
3 (i)	Roll out the 'Moving Forward Foundation Stage 0 to 5 Years' Transition Guarantee approach	1. Transition Guarantee 0 – 5 launched across the whole early years sector 2. Multi-agency working group in place to monitor progress and identify any updates required. 3. Embed programme within the school	1. All early years setting have adopted the programme. 2. Buy in from all members of the group to drive forward the programme. 3. Fully embedded.	Janet Marriott	September 2016 Termly On-going

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		<p>readiness strategy.</p> <p>4. Electronic system in place to monitor impact to support multi-agency group in driving forward the programme.</p>	<p>4. Multi-agency group able to identify any updates required and agree changes.</p>		<p>Termly</p>
(ii)	<p>Embed the 0-5 Years Transition Guarantee and additional work (e.g. local Partnership meetings) to track the impact of children's progress through different settings to inform targeted interventions and quality assurance.</p>	<p>1. Launch new partnership arrangements through the early years sector.</p> <p>2. Establish new multi-agency Partnership groups.</p> <p>3. Partnerships to work together to improve effective communication between agencies, aiding the tracking of individual children and supporting the transition of the most vulnerable children within early years.</p> <p>4. Partnerships to also responsible to quality assure the implementation of the 'Moving Forward' document.</p>	<p>1. Launch completed.</p> <p>2. Effective partnerships in place with good representation across all agencies.</p> <p>3. Information sharing protocols and procedures in place and effective. Evidence that relevant information relating to our most vulnerable children, including SEN, has been shared and used to support transition into school.</p> <p>4. Issues identified and fed back to working group.</p>	<p>Janet Marriott</p>	<p>February 2017</p> <p>March 2017</p> <p>Twice yearly</p> <p>Twice yearly</p>

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4.	Ensure the improvement in number of 2½ yr olds receiving health development reviews is sustained and coverage approaches 100%.	<ol style="list-style-type: none"> 1. Embed tracking and monitoring of number of checks as part of the performance management structure within new 0 – 19 contract specification. 2. Programme in place to encourage and maximise take up of 2½ yr checks within agreed timescales. 	<ol style="list-style-type: none"> 1. Contract holder in place to deliver programme. 2. Evidence of sustained improvement in take up. 	Jane Smith	<p>October 2017</p> <p>March 2018</p>
5.	Work towards an integrated 2 year old check with health and education professionals	<ol style="list-style-type: none"> 1. Identify named community health nursery nurse for each early years setting. 2. Establish information sharing protocol between early years settings, health professionals and parents. 3. Ensure that any actions identified within the integrated review are shared between early years settings, health professionals and parents with clear accountability and reporting. 4. System in place to support 'Moving Forward Guarantee' to ensure early identification of needs for 0 – 5s prior to their transition to school. 5. Ensure all looked after children have a 2 year old check 	<ol style="list-style-type: none"> 1. Named nursery nurses now known to each setting and relationship established. 2. Protocol in place and being implemented. 3. Protocol in place and being implemented. 4. Procedure in place to share Information with local Partnership Groups (see recommendation 3) 5. All LAC 2 year olds have a completed check. 	Janet Marriott/Jane Smith	<p>February 2017</p> <p>July 2017</p> <p>July 2017</p> <p>September 2017</p> <p>On-going</p>

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6.	Ensures the Committee receives a full update on the work of local Early Years' services, including the role of both the Children's Centre Teams and the health visiting service as part of the 0-19 Workforce, following the reviews of these service areas.	<ol style="list-style-type: none"> 1. Report taken to Cabinet for approval regarding review of early years and Children's Centres. 2. Ensure any proposed commissioned services form part of the 0-19 review of health provision. 3. Work underway to establish new model. 	<ol style="list-style-type: none"> 1. Cabinet approves proposed model. 2. Services commissioned as part of strategic model with health. 3. New model implemented. 	Jane Wright	<p>April 2017</p> <p>October 2018</p> <p>April 2018</p>
7.	Consider a renewed focus on sensory, physical, and communication activity for Under 5s in Early Years Settings.	<ol style="list-style-type: none"> 1. In accordance with the National Obesity Action Plan, Early Years providers are supported to work with Health to develop an indoor and outdoor physical activity programme. 2. Early Years Team to support continued Early Language for providers to promote better communication for under 5s. 	<ol style="list-style-type: none"> 1. Providers will show positive impact on healthy life chances through physical activities. 2. Providers will show progress and impact made through tracking of individual children. 	Jane Smith/Janet Marriott	March 2018
8.	Ensure that use of Early Years Pupil Premium is reviewed and audited to ensure local good practice (in line with the approach taken with School Pupil Premium)	<ol style="list-style-type: none"> 1. The Early Years Pupil Premium for Looked after children is provided to settings in line with the targeted support as outlined in the child's Personal Education Plan (PEP) 2. Early Years Team request settings/childminders to provide evidence relating to the use and impact of the EY PP funding on individual children's development and personal needs, to inform the E PEP System audit programme. 	<ol style="list-style-type: none"> 1. Pupil Premium for LAC impacts positively on their outcomes and progress. 	Linda Russell-Bond/Janet Marriott	<p>March 2018</p> <p>On-going</p>

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9.	Explore the feasibility of developing a system to secure Pupil Premium funding for the whole journey of the child through their education to reduce the number of eligibility checks required	<ol style="list-style-type: none"> <li data-bbox="757 196 1290 363">1. Continue to share information with local schools, at the point of transition, on those 2 year olds that have received funding due to 'free school meals' eligibility. <li data-bbox="757 363 1290 600">2. Eligibility for Pupil Premium funding is flagged via the current DfE guidance: <i>Pupil Premium Conditions of Grant.</i> This guidance is noted in Pupil Premium training for school staff, governors and Initial Teacher Training. 	<ol style="list-style-type: none"> <li data-bbox="1312 196 1637 363">1. Schools aware of eligible children and can approach parents to complete new application. <li data-bbox="1312 363 1637 600">2. Governors are aware of Pupil premium conditions of Grant 	<p data-bbox="1659 196 1921 236">Jane Wright</p> <p data-bbox="1659 363 1921 403">Linda Russell-Bond</p>	On-going