

APPENDIX 1
Progress Update – Disadvantage in Early Years

No.	Recommendation	Responsibility	Date	Evidence of progress Presented to Committee on Dec 2017	Assessment of progress Dec 17 Categories 1-4
1.	Ensure that there is a clear focus on what is meant by disadvantage and this is reflected in relevant strategies	Diane McConnell	On-going	There is clear reporting of outcomes of disadvantaged children against a range of vulnerabilities. The new Children's Strategy and Looked after Children Strategy is more focussed on the impact of disadvantage and how to tackle it.	2
2.	Maintain the focus on identifying children eligible for funded Early Years education, and ensuring a comprehensive level of take-up	Jane Wright	On-going On-going July 2017	Over 90% of eligible families accessing free provision for their children. The Early Years Engagement Worker makes contact with families of eligible 2 year olds where they have not taken up a free childcare place and supports them in accessing provision. Marketing Plan in place with new promotional material and regular publicity campaigns. Plan monitored regularly to ensure	2 2 1

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				maximum impact.	
3 (i)	Roll out the 'Moving Forward Foundation Stage 0 to 5 Years' Transition Guarantee approach	Janet Marriott	On-going On-going Termly	Settings embedding the document into practice, has supported more robust transitions. An increasing number of schools receiving document from partner settings which is having an impact on the accuracy of the baseline on entry. (Evidence in Moving Forward data base). This sharing of information has strengthened communication resulting in more effective early identification ensuring children's individual needs are swiftly addressed. Multi agency forum (School Readiness Forum) has agreed changes to the	1 (continue to monitor impact)

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				<p>document to meet the needs of all children and a new 'Specialist' Moving Forward Transition document for children with complex needs has been developed.</p> <p>Data base in place to monitor take up and impact, and is shared with Families Information Service, providing relevant information regarding partnerships between schools and settings. Data base to be shared at next meeting in February 2018 to show progress of robust transitions and partnerships between Early Years Sectors.</p>	

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(ii)	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.	Janet Marriott	<p>Oct & Nov 2017/Feb & Mar 2018</p> <p>Oct/Nov17/ Feb & Mar 2018 Twice yearly</p> <p>Twice yearly</p>	<p>New partnership meetings in place which represent all relevant agencies across the borough.</p> <p>Partnership meetings completed for 2017 with all agencies supporting practitioners and network time given for confidential dialogue. This supports the most vulnerable children, including those with SEND, ensuring effective communication supports all Early Years providers.</p> <p>Moving Forward Transition document shared at all Partnership meetings to discuss how early intervention can support the transitions to any education setting. Document shared with multi agency forum, issues discussed and changes made.</p>	2 (continue to monitor impact)

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5.	Work towards an integrated 2 year old check with health and education professionals	Janet Marriott/Jan Goring/Jane Smith	<p>November 2017</p> <p>Dec 2017</p> <p>On-going</p> <p>September 2017</p> <p>On-going</p>	<p>Protocols in place for settings to discuss and share information with their named Community Nursery Nurse (CNN).</p> <p>Robust communication between Early Years and Health to support this process and meetings held to monitor progress.</p> <p>Integrated reviews being held in settings with parent. Communication and identification for this is supported between CNN and setting.</p> <p>Consultation now being discussed between Early Years, Childminders and Health with regard to Integrated Reviews and how these can be implemented.</p> <p>All LAC will have an e-PEP attached to Moving Forward</p>	<p>2 (monitoring)</p> <p>2</p>

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				document and given to their next educational provider. Discussed and approved at School Readiness Forum.	
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.	Jane Wright	April 2017 October 2018 April 2018	1. Cabinet approved model June 2017 2. Commissioning process concluded. New provider to be announced 16 th November 2017. 3. Work on track to ensure new model implementation in April 2018.	1 1 2
7.	Consider a renewed focus on sensory, physical, and communication activity for Under 5s in Early Years Settings.	Jane Smith/Janet Marriott	On-going	Some Early Years providers have attended a workshop, aimed at providing activities and physical exercise for under 5's. Information promoting two physical activity programmes has been emailed to all providers, one of which has targeted families in areas of deprivation. This is on-going.	2

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			On-going	Further Early Language training has been delivered when requested in-house, particularly aimed at the most vulnerable children. Evaluations were overwhelmingly positive.	
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)	Linda Russell-Bond/Janet Marriott	On-going	All settings and childminders monitored at each visit to ensure any EYPP received shows evidence and impact. This is recorded on all 'records of contact' and shared with the practitioner.	1
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	Jane Wright Linda Russell-Bond	On-going	System in place to ensure schools are aware of eligible 2 year olds on transfer.	2

1 Fully Achieved 2 On Track 3 Slipped 4 Not Achieved