

# Best Start Lancashire

## Briefing for Headteachers and Children's Centre Managers

September 2011

## Who's who?

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## Background

- EI strategy agreed by Trust June 2010
- Strategic lead appointed
- EI Commission agreed with 12 LCTP's for their share of EI funding
- 12 Early Intervention Officers (3 senior) appointed Spring 2011
- All EIDO's in place and working with LCTP's

## Pupil Premium

- Introduced by coalition
- On line Sept 1<sup>st</sup> 2011
- £430 per free school meal pupil
- £430 per looked after pupil
- Allocated to schools
- Rising to £1720 over lifetime of parliament



## Best Start Lancashire

- Pupil premium +
- £2M of savings to be allocated in first year
- Focus on early support to raise attainment
- Delivered for schools through Children's Centres
- Reconfiguration of Early Years settings

## Why?

## Positive parenting makes a difference...

There are children in lone parent families, low income families, transient families, those with parents with mental health issues or substance misuse issues, who have a good start in life and learn and develop at the expected rate.

### Millennium Cohort Survey:

School Performance at age 5 - % performing at a good level of achievement (Foundation Stage Profile)

No Poverty and Positive Parenting	73%
No Poverty and Poor Parenting	42%
Persistent Poverty and Positive Parenting	58%
Persistent Poverty and Poor Parenting	19%

## So what can make the difference?

### Family resilience

- Some families are able to respond positively to serious threats and challenges to their wellbeing and other in similar circumstances do not.
- The difference can be described as resilience – the ability to recognise, adapt and cope with adverse circumstances.
- Children from families that are “resilient” are more likely to have better outcomes regardless of their family’s circumstances.

Research indicates that resilience is generally made up of a balance of risk factors as against protective factors. If more protective factors are present families are more likely to cope and vice versa.

So what seems to make the difference and what should we focus on in supporting families to help their children?



## Helping families to help themselves – supporting greater coping and resilience

Key aspects for us to consider in targeting our support to those who need it the most:

- i. Family cohesion – good emotional bonds between family members – immediate and extended.
- ii. Family belief systems – families that believe they can cope and get past difficulties and who visualise and work towards a future.

- iii. Coping strategies – families who focus on problem solving, analysing the problem and possible solutions and seeking help to help them overcome issues.
- iv. Communication – central to high protective factors, families who discuss problems, discuss and communicate with their extended families and look for the widest possible sources of help.



Our approach to early family support therefore needs to identify families who are on benefits who:

1. have **high resilience** and who can seek out help for themselves (**thriving and coping**);
2. have **some resilience** and who with the right help can boost their protective factors and their coping (**just coping / struggling to cope**), and
3. have **low resilience**, high risk factors and who are **not coping** and potentially in chaos.

**We need a different approach for each general grouping:**

1. Those who are **thriving/coping** need access to information to allow them to select and access the help and support that they have identified they need.
2. Those who are **just coping / struggling to cope** will potentially need a **key person** to:
  - help them look at and understand what their family problems are;
  - identify how they as a family might overcome them, and
  - how they can access help from their extended family, their community or outside agencies to get them past their current difficulties.

3. Those who are **not coping** will potentially need us to give them:

- more intensive help coordinated across a range of key agencies and for a sustained period of time with a limited number of key workers;
- help for the family to understand and take control of their situation and circumstances,
- Ownership of the solution and a move down the continuum without creating dependency



## CYP – Continuum of Need and Support

	Level 1	Level 2	Level 3	Level 4
CYP Outcomes and family stability	Thriving	Coping	Struggling to cope CAF?	Not coping
	Universal Services			
		Early Intervention		
			Targeted	
				Specialist

Measuring outcomes, quality assuring  
our work and making a difference.

**Quantitative information - How much/how many?**

e.g.

- How many families have contacted the service
- How many parents have attended training on parenting
- How many parents have engaged with supporting their child's learning at home.



**Qualitative Information – how well was it done?**

e.g.

- How many families went on to access further services after the initial contact
- Did parents feel that they had learned something or their skills had improved as a result of attending parenting training?
- Did parents and children and young people feel that they were well supported to help their child's learning and development at home?



### **Outcomes Information – What difference did this make?**

e.g.

- The percentage of parent and/or children and young people who feel that something has changed for the better or improved as a result of contacting and using a specific service
- The percentage of parents who completed the training and who felt that their parenting had improved as a result.



### **Outcomes Information – continued**

- The percentage of parents who report regular support for their child's learning
  - the percentage of children and young people who reported they were making faster/ better progress in school or early years setting and
  - the percentage of children and young people whose learning had improved as measured and reported by schools / settings.

## THE **BIG** QUESTIONS FOR US ALL

1. What is the evidence base for the work that you are undertaking?
2. What impact is what you are doing having on this family, child or young person?
3. How do we know that we are working alongside the family and building their coping skills not doing it for them?

4. How will we know if we are having a **positive** impact and making a positive difference to the lives of this family.
5. What does the parent/child/young person feel about the impact the service is having?.
6. If we are not having a measurable positive impact, why not and what do we need to change?



# District Children's Trusts

- District Children's Trusts support the eight countywide priorities from the Lancashire Children and Young People's Plan.
- The CYPP also includes District specific priorities to reflect local needs within a District footprint.
- Children's Trust partners provide and contextualise data, including through the Joint Strategic Needs Assessment, to inform these District priorities and the outcomes expected.
- District Children's Trust action plans are based upon their agreed priorities, assisting in the joint commissioning of services for children, young people and their families, and with a focus on early support.
- District Children's Trusts are accountable to the Lancashire Children's Trust for meeting their priorities. Performance scorecards are being developed for each District Trust to measure progress in the delivery of outcomes.

# District Priorities

## Burnley

- Foundation learning and parental support at Early Years
  - School attendance
  - Drugs and alcohol abuse
  - Domestic abuse
- Emerging issues:
- Child obesity
  - Teenage conceptions

## Chorley

- Early Intervention
- Reducing the number of NEET
- Things to do / places to go
- Reducing risk taking behaviours

## Fylde

- Persistent absence
- Emotional health and wellbeing
- Child obesity

## Hyndburn

- Child sexual exploitation
- Drugs and alcohol misuse
- Domestic abuse

## Lancaster

- Improving the health and wellbeing
- Reducing the number of NEET
- Improving outcomes for vulnerable groups (16-17 year olds)
- Things to do / places to go

## Pendle

- Narrow the gap in educational attainment
- Reducing the number of NEET (16-18)
- Infant mortality
- Health - reducing child obesity
- Safeguarding



## Preston

- Supporting parents and families in priority areas to reduce neglect
- Reducing teenage pregnancies
- Reducing the number of NEET
- Reducing child obesity

## Ribble Valley

- Family/parenting issues
- Emotional health and wellbeing
- Places to go / things to do
- Personal safety / risk taking behaviour

## Rossendale

- Provide support to family victims of domestic abuse
- Reducing risk taking behaviours
- Improve outcomes for 16 -17 year olds moving to independent living
- Narrow the gap in educational

## South Ribble

- Early Intervention
- Things to do / places to go
- Risk taking behaviour

## West Lancashire

- School exclusions
- Narrow the gap in educational attainment
- Improving breastfeeding
- Reducing child obesity
- Things to do / places to go

## Wyre

- Volunteering and community involvement experiences for those at risk of becoming NEET or involved in criminal activity
- Develop the Fleetwood Integrated Services Model
- Support for parents / carers to help them enhance the emotional / physical wellbeing of their children
- Promoting emotional health and positive perceptions of young people across Trust activity

## Best Start Lancashire

A school initiative to raise educational achievement,  
delivered through children's centres.

### Which children?

- Focus on Reception, Y1 & Y2
- 6000 FSM children across County
- Builds on the pupil premium



## Best Start Lancashire

### Strand 1 : Learning Support

- Family centred work around attainment
- Free training for all schools
  - Early Support for Reading
  - Early Support for Mathematics
  - Early Support for Talking,  
Speech, Language & Communication



### Sessions from October 2011

- 1 free place for ALL schools with KS1 children

# Best Start Lancashire

## Strand 2 : Early Support For Families

- New offer from Children's Centres around Best Start Lancashire
- Builds a new infrastructure of support & closer links with Children's Centres for the future
- Which schools are 'linked' to which CC?

**What might this Children's Centre 'offer' look like?**

**What else could be included?**

# Best Start Lancashire

## How can we evaluate success?

- Evaluation of Foundation Stage outcomes in 2012 and 2013
- Key Stage 1 data 2012 & 2013
- Attendance figures
- Reduction in families moving towards 'not coping'



**What other indicators could we use?**

**How can individual schools measure success?**

# Best Start Lancashire

## What next?

- CCs informed of Reception 'numbers'/funding
- Schools informed of notional funding & link CC
- Discussion at a local level – what is needed?
- We will issue – summary of this session & next steps...
- Support from Sally & Linda for clusters/networks



**Let's work together to make a positive difference...**