

Schools Forum – School Ready Fund – How has the investment impacted outcomes to date?

The intended use of the School Ready Money was to ensure that outcomes for children by the end of EYFS improved each year, closing the gap between Walsall and National. The outcomes are measured in the profile data, good levels of development and the number of EYFS settings that are good and outstanding. The School Ready Strategy was written to inform plans for spend. It particularly highlighted the vulnerable groups that were not achieving so well (boys, Spring/ Summer born, disadvantaged and SEN) and the areas of learning that children were not attaining well in (speaking, reading, writing, numbers, shape space and measure, people and communities, the world and listening and being imaginative)

In the academic year 2015/2016 School Forum finance was spent on training programmes particularly focussed on the following areas of learning: listening, understanding, speaking, reading, writing, numbers and shape space and measure. This included:

- national speakers delivery training – Kim Scott for literacy and Elaine Bennett for maths
- literacy and numeracy specialists training programme
- presentations and discussions about the priorities at network meetings
- an early years newsletter focused on those areas for learning
(Wellcomm training for all schools (a speech and language assessment and planning tool) and Letters and Sounds Training was also delivered but through the existing EY central fund)

Profile data – 2014, 2015 and 2016

	Listening and attention %	Understanding %	Speaking %	Moving and handling %	Health and self-care %	Self-confidence and self-awareness %	Managing feelings and behaviour %	Making relationships %	Reading %	Writing %	Numbers %	Shape, space and measures %	People and communities %	The world %	Technology %	Exploring media and materials %	Listening and Being imaginative %
Walsall 2014	78	77	75	87	87	82	81	83	68	59	67	70	74	74	85	79	76
Walsall 2015	80	80	79	88	87	83	83	85	70	64	70	73	76	76	87	82	80
Walsall 2016	80.9	80.8	79.7	88.9	86.7	83.8	83.8	86	72.3	67.1	72.6	73.6	77.7	76.5	87.4	82.4	80.9
Increase since 2014	2.9%	3.8%	4.7%	2.9%	-0.3%	1.8%	1.8%	3%	4.3%	8.1%	5.6%	3.6%	3.7%	2.5%	2.4%	3.4%	4.9%

This table evidences an increase in the profile scores since 2014 in all areas of learning except health and self-care. The biggest increase has been **writing** where a further **8.1%** of children attain at their expected milestone at the age of five. In **number** there was a **5.6%** increase. This suggests that the presentations, training, newsletter and literacy and numeracy specialist programmes had a good impact on outcomes.

The School Ready fund was also spent on improving EYFS leader's ability to analyse data and improve outcomes particularly for vulnerable groups including disadvantaged children and those eligible for FSM. This included:

- Pupil Premium Conference with sessions for EYFS leaders
- SLE/ Hub Leader programme
- Ofsted Rising Training
- Newsletter/ presentations/ discussions at network meetings including outdoor learning, EYPP case study
- Good practice visits to outstanding provision
- EYFS SEN training

Good Levels of Development - Groups	2014	2015	2016	Improvement since 2014
All children	53	61	65	+ 12%
Female	61	69	73	+12%
Male	46	54	57	+11%
Eligible for FSM	42	48	55	+13%
Not eligible	57	65	68	+11%
Autumn Born	65	73	76	+11%
Spring Born	56	62	65	+11%
Summer Born	43	47	54	+11%
No SEN	57	66	70	+13%
School Action and SA Plus/ SEN support	16	15	14	-2%
Statement/ EHCP	4	4	3	-1%
Least Deprived	70	78	81	+11%
60-80	62	75	77	+15%
40-60	64	64	73	+9%
20-40	53	60	64	+11%
Most Deprived	46	55	60	+14%
White	53	61	66	+14%
Mixed	53	64	66	+14%
Asian	58	64	65	+7%
Black	51	72	66	+15%
Chinese	50	43	60	+10%

This table evidences the same (11%) percentage improvement for children eligible for FSM as children not eligible. It also evidences a 14% increase for the most deprived children compared to an 11% increase for the least deprived children once again suggesting improvements are a result of the school ready fund being targeted appropriately.

Specific impact and outcomes from School Forum spend activity 2015/2016 The total actual spend between Jan 2015 and to date (Jan 2017) has been **£60,170.61**. To deliver the completion of the 2016/2017 priorities, there is a further commitment of approximately **£40,000**.

Project	Planned outcomes	Evidence and outcomes for participants	Outcomes for children – Qualitative and Quantitative data
1 - Hub Leaders Training and Specialist Leader in Education Training	<p>Train and develop a bank of EY specialists to ensure continuous improvement in their own schools and be able to identify and support improvement in partnership with leaders from other schools.</p> <p>To develop participants coaching and facilitation skills to grow leadership capacity in other schools.</p>	<p>Participant's evaluation demonstrated improved leadership, knowledge and skills particularly in:</p> <ul style="list-style-type: none"> -Confidence and skills in leadership role including data analysis - meeting the needs of vulnerable groups, -developing staff through appraisal and training, organisation, -self-reflection, -identifying and addressing improvement priorities, -strategies for teaching and learning. <p>SLE application and assessment forms evidenced participant's strength in leading improvement. (See EY SLE/ hub leader impact and evaluation form)</p> <p>Successful completion of SLE training by all participants</p> <p>Numbers: 10 leaders completed</p>	<p>School A NB- GLD rise from 51.7%(2015) to 61.7%(2016)</p> <p>School B DB- GLD rise from 55% (2015) to 58.7% (2016)</p> <p>School C EW - GLD rise from 56.5% (2015) to 60.9% (2016)</p> <p>School D DH - GLD rise from 56.7% (2015) to 64.3% (2016)</p> <p>Average attainment (GLD) for the above four participant's schools increased by 6.4% form 2015/ 2016 compared to 4% Walsall increase and a 3% National increase.</p> <p>School E- SF/ F - HM/ G- JM/ H - AF- Progress data</p>
2 - SLE working in partnership with other schools	To support leaders from other schools in identifying and addressing EYFS improvement priorities	<p>Evaluation forms evidence:</p> <p>School A – improved partnership with parents</p> <p>School B – improved systems for monitoring teaching and learning and identified actions for further improvement</p> <p>School C – improved outdoor learning opportunities</p> <p>School D - staff knowledge of Shape Space and Measure (SSM) improved during child initiated time. Development resources/ideas and displays for SSM.</p> <p>School E – practitioner skills and knowledge improved and impacting on progress during adult led and child initiated learning.</p> <p>School F – developed resources within the provision to stimulate learning</p> <p>Numbers: 5 leaders completed (2 existing SLE's)</p>	<p>These partnership projects were completed in the Autumn term 2016 and GLD attainment data will be analysed following 2017 returns.</p> <p>Qualitative evaluation of the impact in the partner school evidences:</p> <p>School C – observation evidence demonstrates improvements in children's engagement and learning</p> <p>School D – observation evidence demonstrates children making progress through the challenge presented by adults in their child initiated play.</p> <p>School D SSM data results have increased since intervention.</p>

3 - Literacy Specialists	To develop participant's skills and knowledge in order to strengthen leadership and drive Improvements in children's early reading, writing and communication and language skills.	<p>Participant's evaluation and individual presentations demonstrated improved leadership, knowledge and skills particularly in:</p> <ul style="list-style-type: none"> -how to develop the initial and crucial building blocks for communication and language, phonics, reading, and writing - environments for language, phonics, reading and writing. - literacy journeys that EY learners may take through Playgroup-Nursery-Reception. -how to model and use written and spoken language, vocabulary and questions to elicit literacy responses from the children. <p>Numbers: 5 participants</p>	<p>GLD and Literacy profile data for the participants schools demonstrates:</p> <p>School A RH- GLD rise from 69.6% (2015) to 76.3% (2016) Communication and Language rise from 73.2% (2015) to 84.7% (2016)</p> <p>School B Bir A - Communication and Language rise from 76.4% (2015) to 82.5% (2016)</p> <p>Progress data for schools C, D and E (two nursery schools)</p>
4 - Maths Specialists	To develop participant's skills and knowledge in order to strengthen leadership and drive Improvements in children's early shape, space, measures and number skills.	<p>Participant's evaluation and individual presentations demonstrated improved leadership, knowledge and skills particularly in:</p> <ul style="list-style-type: none"> -strategies for counting, shape, mathematical thinking, reasoning and problem solving – - what is needed in the learning environment to enable children to explore mathematical ideas, skills and concepts. -the importance of maths language and vocabulary -how to use mathematical questions to develop children's mathematical concepts <p>Numbers: 5 participants</p>	<p>GLD and Maths profile data for the participants schools demonstrates:</p> <p>School A Blo A - Maths 69.5% (2015) to 75.4% (2016)</p> <p>School B RH- GLD rise from 69.6 (2015) to 76.3% (2016) Maths rise from 89.3 % (2015) to 91.5% (2016)</p> <p>School C SJ - GLD rise from 40% (2015) to 76.7% (2016) Maths rise from 46.7 % (2015) to 80% (2016)</p> <p>Progress data for schools D and E (two nursery schools)</p>
5 - Outstanding Visits to Fullbrook Nursery focussed on children with SEND	The session provided opportunities for delegates to observe an outstanding setting in practice. There was a focus on: observations and schematic play to enable practitioners to meet all children's needs and how the setting has supported children with SEND to make good levels of progress.	<p>41 Delegates visited the setting from 15 schools and 6 PVI's.</p> <p>Practitioners reported greater understanding of how children learn and the adult role that is necessary to support this. Staff also identified that there are often statements that are difficult to evidence in the EYFS and that they are now going to provide more opportunities to develop these skills through children's interests.</p> <p>Most of the delegates took away ideas to enhance their environments, both indoors and outdoors.</p>	

Improving outcomes for children with SEN	Through partnership with Rushall Inclusion Team develop participant's skills and knowledge in order to strengthen and drive Improvements for children with SEND in the Early Years through early identification and appropriate support strategies.	<p>A total of 135 practitioners were trained over the following courses:</p> <p>Early Years Talk Boost: Practitioners reported that they were more able to support children with language delays - <i>17 Practitioners trained; representing 9 schools and 2 PVI's.</i></p> <p>Ensuring The Social, Emotional And Mental Health Needs Are Met Of Children in the EYFS: Practitioners increased confidence in their understanding and abilities to support children in their emotional and mental health wellbeing; including nurture principles and an audit tool for evaluating current practice - <i>25 Practitioners trained; representing 14 schools and 4 PVI's</i></p> <p>SEND in the Early Years: Developing an outstanding approach: Practitioners became more confident in early identification and intervention of pupil need through the SEND Code of practice – including the gathering high quality evidence to support a graduated response and measuring/evidencing small steps of progress - <i>28 Practitioners trained; representing 20 schools, 2 PVI's and 1 LEA (School Improvement Partner)</i></p> <p>The EYFS SEND Toolkit: Practitioners developed best practice around the SEND Code of practice and strategies to support early identification and intervention of pupil need through a high quality SEND friendly environment promoting play based approaches with good transition models which will lead to good levels of development - <i>65 Practitioners trained; representing 22 schools and 22 PVI's</i></p>	<p>It is difficult to report on the impact of this training as the outcome measures for children with SEND have changed over the last three years. As a result comparisons cannot be made between 2015 and 2016 GLD and Profile data.</p> <p>However, progress data for individual settings is available along with evidence of children's needs being identified and met more effectively.</p>
6 - Network meetings, newsletter, training and projects to include: - New Ofsted Framework, Ofsted Rising, Introduction to EYFS, Assessment and achievement in nursery, Mathematics counts, Reading, Writing, Letters	To ensure all EYFS leaders and practitioners: -have a clear understanding of Walsall priorities and have the necessary strategies to contribute to improvement	<p>All of the above focussed discussion, presentations and activities on understanding data, disadvantaged children/EYPP, Communication and Language, Literacy, Maths, outdoor provision</p> <p>Numbers: New Ofsted Framework, Ofsted Rising, Introduction to EYFS, Assessment and achievement in nursery, Mathematics counts, Reading, Writing, Letters and Sounds, Professional development for TA's, Meeting the needs of</p>	Profile data demonstrates a rise in: Listening from 80%(2015) to 80.9%(2016) Understanding from 80%(2015) to 80.8%(2016) Speaking from 79%(2015) to 79.7%(2016) Reading from 70%(2015) to 72.3%(2016) Writing from 64%(2015) to 67.1%(2016) Number from 70%(2015) to 72.6%(2016) Shape, space and measure from 73%(2015) to 73.6%(2016)

and Sounds, Professional development for TA's, Meeting the needs of children with SEND, Planning and responding to under 3's play, Abracadabra the magic of play, Learning Provocateurs, Room for one more	-are skilled and confident in their role in supporting children's progress in all areas of learning and in ensuring the best outcomes for all children including vulnerable groups	children with SEND, Planning and responding to under 3's play, Abracadabra the magic of play, Learning Provocateurs, Room for one more 631 participants in total	Between 2015 and 2016 Good levels of development (GLD) the most disadvantaged children improved by 5% and for FSM children 7% compared to 4% improvement for all children and 3% not eligible for FSM.
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How will the School Ready Fund continue to impact outcomes?

Following and evaluation of the improvement to date, analysis of the 2016 GLD and Profile data and Ofsted reporting data a clear plans for further improvement have been made. As with all plans they are a starting point and other activity will be added as new priorities or opportunities arise. Evidence of impact and evaluation will continue to be built in to all programmes. All activity will continue to deliver the priorities from the 0-5 School Ready Strategy.

School Ready Fund Plan 2016/2017

Project	Planned outcomes	Actual evidence and outcomes for participants	Outcomes for children – Qualitative and Quantitative data
Overcoming Barriers to Disadvantage Leaders Groups x2	Leaders will reflect on their own context and challenges as well as Walsall EY priorities. Leaders will understand the needs of the children and develop the strategies that are in place. They will explore the barriers to EY learning linked to disadvantage.		
New Leaders Groups	Leaders have a clear understand of the roles and responsibilities and can talk confidently and competently about what Good and Outstanding EY practice looks like. They can analyse data and have clear improvement plans. Leaders can evidence the impact of their leadership		
Literacy Leaders	This training will develop specialist leaders' ability to carry out evidence based literacy research projects and learn new ways to develop others in their ability to improve progress in literacy.		
Maths Leaders	This training will develop specialist leaders' ability to carry out evidence based numeracy research projects and learn new ways to develop others in their ability to improve progress in numeracy.		
Developing TA Training working party	For SLE's to work together to develop a training programme that can then be shared with the trainers who will be delivering the sessions directly to TA's in 2017/2018.		
School and setting network events	Leaders have a clear understanding of their responsibilities towards EYPP, 30 hour offer, Getting it Right for Boys, Getting the Balance Right between adult led and child initiated play, Obesity Plan, Strategies to promote pre – reading and reading skills		
We Love to Read –	An audit tool for use in all early years settings to evaluate the effectiveness of opportunities to inspire a lifelong		

reading audit	love of books in children.		
Nursery Teachers Conference – Every Moment Matters	Practitioners will reflect on how children can be inspired to engage in activities that nurture their curiosity and thinking skills; promoting ‘every moment in nursery as an opportunity for children to learn’ through rich, varied and imaginative experiences leading to good levels of development for all children, including those vulnerable groups.		
Reception and Nursery Practitioner Conference – Ignite the Spark	Practitioners will raise outcomes and narrow the gap by developing creative and imaginative ways of working with young children, especially boys. Practitioners will have simple strategies to stimulate curiosity and get children asking questions about the world around them. Practitioners will explore the importance of learning outdoors and gain ideas to enrich their provision.		
EAL whole cohort training	Practitioners will:- -Recognise the importance of celebrating the child’s first language and culture -Use strategies to support the individual child -Be able to engage with families in a meaningful and sensitive way -Know how to use the Dudley EAL tracker tool effectively		
Parent Partnership Schools Project	12 Schools will engage with families to raise attainment in writing for underachieving pupils in the Nursery and Reception age group, with a particular focus on those children accessing the Pupil Premium Grant.		
Parent Partnership Settings Project	Walsall’s private daycare settings will engage with families to raise attainment in pre writing skills with a particular focus on those children accessing the Pupil Premium Grant.		
Wellcomm Training	Practitioners will learn how to undertake effective assessments and plan appropriate activities to develop children’s speech and language skills.		
Daycare/ playgroup setting managers leader training	Leaders will be effective in their role of leading and outcomes for children, the quality of teaching, learning and assessment, personal development, behaviour and welfare and will be judged good or outstanding at their next inspection.		
Outstanding Daycare Managers Network	To support EYFS leaders of settings graded outstanding by Ofsted: -have a clear understanding of Walsall priorities and have the necessary strategies to contribute to improvement -are skilled and confident in their role in supporting children’s progress in all areas of learning and in ensuring the best outcomes for all children including vulnerable groups		
Understanding the world training	Practitioners will know: - how to use the Development Matters guidance for ‘Understanding the World: People and Communities’ -understand the importance of knowing about the diversity that children and families bring to the setting, and how to use that knowledge effectively and the importance of the community that surrounds the setting -how to use the ‘Dudley Criteria for Developing Quality: Embedding Culture, Equality and Diversity’ document to develop practice.		
Children as Active Learners - Childminder Conference	Childminders will use active learning strategies in their daily practice and develop their environments for more stimulating play and opportunities for children to express spoken language.		

Further evaluation of impact, national and local drivers and analysis of 2017 profile, GLD data will inform further plans for 2017/2018