

Early Years and Childcare Service

# Briefing and Networking Sessions

June 2018

# Welcome, introductions and agenda

- **Updates:**
  - General Updates
    - CYPE Directorate Mission Statement*
    - The Education People*
    - Baseline Assessment Consultation Outcome*
  - Transition
    - SEND and 30 Hours
- **Child Poverty Strategy**
- **Workforce**

# Updates



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# Children, Young People and Education Mission Statement

Aim: Making Kent a county that works for all children

Vision: All Kent children feel safe, secure, loved

How: By

- Joining up services to support families at the right time and in the right place
- Securing the best childcare, education and training opportunities;
- Being the best Corporate Parent we can be;
- Developing a culture of high aspiration and empathy for children and their families;
- Valuing children and young people's voices and listening to them

Matt Dunkley, Corporate Director

[www.theeducationpeople.org](http://www.theeducationpeople.org)



THE EDUCATION  
**PEOPLE**

# The Education People

On Schedule to 'go live' 1 September 2018

[www.theeducationpeople.org](http://www.theeducationpeople.org)



THE EDUCATION  
**PEOPLE**

## Reception Baseline Assessment

- New national assessment that will be administered in all primary, infant and first schools in England in reception classes, to be introduced in autumn 2020
- Measure of how well a primary school is serving its pupils is the progress that they make between the end of Key Stage 1 (year 2) and the end of Key Stage 2 (year 6)
- Current arrangements not considered to be able to give full credit for the work that schools do between reception and year 2

## Reception Baseline Assessment

- New Baseline Assessment will establish a new starting point to measure the progress that children make by the end of year 6. It will also enable the removal of statutory end of Key Stage 1 assessments
- It will be short (approximately 20 minutes), interactive and practical, covering language and communication, early mathematics and (subject to trialling) self-regulation. It will use age-appropriate resources that children can handle and manipulate

# Reception Baseline Assessment

- No need for children to prepare and in most cases pupils should not be aware that they are being assessed
- The intention is that the assessment will be inclusive and accessible
- Should not replace the good practice of schools liaising with early years settings to gather and share information on the children starting reception
- Accompanying materials and detailed guidance will be developed through the pilot period and made available to schools in due course



## How will the results of the reception baseline assessment be used?

- Children will not 'pass' or 'fail'
- The results of the assessment will not be used by government to track or label individual pupils, or to judge the performance of early years settings
- We will use the data from the assessment to create a baseline for school-level progress measures for primary schools

# The assessment development process

The national Foundation for Educational Research (NFER) is working to develop and deliver the new assessment. This includes trialling, piloting and the first 2 years of statutory delivery

Timeline for development	
April 2018 to August 2019	Developing and trialling the baseline assessment
2019 to 2020 academic year	National pilot
2020 to 2021 academic year	Rolled out to all schools in England as a statutory assessment

A sample of schools will be invited to take part in trialling the new assessment this autumn and all schools with reception classes will be invited to take part in the national pilot of the assessment, which will take place during the 2019/2020 academic year

## Transition General Update

### Transition Matters 2015/16

- Transition Framework
- School Readiness
- Supporting Transitions throughout the EYFS
- ‘Getting to know you’ visits to family homes
- ‘Practice Cards’

Distributed to every early years and childcare setting, childminder, children's centre and primary/infant school in summer 2015

## Transition Update continued

### My Unique Progress

### CYPE District Reviews 2015/16

- Transition raised as an issue in almost every district

### Transition Audit 2017

- Showed some excellent practice though also some inconsistency countywide

### Project Activity

- Some locality based transition project activity

## Next Steps

- Review and Refresh of Transition Matters
- Review and refresh of My Unique Progress
- Seek any available impact from project activity
- Take any outcomes/recommendations
  - KAH
  - K SEND
  - Kent EY and C Provider Association

**In the meantime .....**

Handouts with some questions for you to consider your current practices

# SEND and the 30 Hours Delivery

Equality and Inclusion Team

# Disability Access Fund (DAF)

Term	Total DAF Applications	DAF places paid	% paid for against total applications
Terms 5&6 2017	187	135	72%
Terms 1&2 2017	128	120	79%
Terms 3&4 2018	115	69	60%
Terms 5&6 2018	36		



## Contact: for families with disabled children

- Charity aims to support families with the best possible guidance and information
- Counting the Costs campaign has been launched to promote awareness of Disability Living Allowance

<https://contact.org.uk/>

**Free Helpline for parents:**

**0808 808 3555**

**Tel: 020 7608 8700**



## DLA – Don't miss out

- Disability Living Allowance (DLA) is the main benefit for disabled children
- It's there to help families meet some of the extra costs of having a disabled child
- Take-up is low and millions go unclaimed
- 'Families describe getting DLA as life-changing' (Contact 2018)

## Counting the cost campaign

Main reasons why families are not claiming for DLA are often linked to misconceptions about DLA eligibility:



No one told me about DLA

I felt unsure about the idea of claiming benefit at all

I didn't think her condition was severe enough





# DLA

## Don't miss out



Disability Living Allowance (DLA) is the main benefit for disabled children. It is there to help meet some of the extra costs of having a disabled child.

**Families describe getting DLA as life-changing.**

**However, take up is low and millions go unclaimed.**

New evidence<sup>1</sup> from the Counting the Costs campaign finds the main reasons why families are not making a claim for DLA are often linked to misconceptions about DLA eligibility.



**think their child's disabilities wouldn't count**



**think they need a diagnosis for their child**



**Feel uneasy claiming benefits for their disabled child**



**were told by someone their child wouldn't be eligible**



**The Counting the Costs campaign want more families to get advice on this life-changing benefit.**

**Call our free helpline on 0808 808 3555 so we can talk you through the rules for getting DLA and send you our free guide.**

“ DLA means my son gets the chance to do the same things other kids do. ”

“ Before I spoke to Contact I didn't think that my daughter would get DLA. ”

“ I didn't think her condition was severe enough. ”

“ I felt unsure about the idea of claiming benefits at all. ”

1. Based on responses from 481 families currently not claiming DLA for their disabled child

Finance

**contact** *For families  
with disabled children*

## **Claiming Disability Living Allowance for children**

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Information for families in England, Northern Ireland, Scotland and Wales



# Promoting your Local Offer

Local  
Offer

- Allows you to clearly communicate the support and services you offer to children and their families
- 30-hour delivery fund has enabled us to add some extra centrally funded Local Offer workshops: CDP Online
- Continue to update your details on CFIS and complete your local offer questions
- Local Offer guidance publication is on its way!

# An Evening with.....

## **Catherine Youngs**

Will be joining us from the:

### **London Borough of Newham**

- Experienced trainer & adviser
- Specialising in Special Educational Needs in the early years & primary

Centrally funded:

- Canterbury 28<sup>th</sup> June
- Maidstone 12<sup>th</sup> July

Book via CPD Online

# Poverty Strategy Video Clip

<https://youtu.be/3eKJ972iZ-U>



# Poverty Quiz

1. In 2017 how many people in the UK were living in poverty?

**8 million**

**1.9 million**

**14 million**

**4 million**

2. A) 'The lack of sufficient resources to keep body and soul together.'

B) 'Income or resources in relation to the average.'

Concerned with the absence of material needs to participate fully in accepted daily life.'

Which of the above is a definition of **relative poverty** and which is a definition of **absolute poverty**?

3. In 2017 what percentage of UK households were living in fuel poverty?

**13%**

**9%**

**15%**

**11%**

# Poverty Quiz

4. The Minimum Income Standard is based on what members of the public think people need to achieve a socially acceptable standard of living. Which of the figures below do you think the public felt needed to be achieved in 2017 by a single person and which needed to be achieved by a couple with two children?

**£16300**

**£17900**

**£20400**

**£26500**

**£40800**

5. **What percentage** of children living in poverty in the UK live in a household where at least one person works?

**24%**

**51%**

**36%**

**67%**

6. Families with three or more children are more likely to live in poverty, true or false?

7. Nearly a quarter of adults in the poorest fifth of the population experience anxiety and depression, true or false?

# Poverty Quiz

8. Children in lower-income families are more likely to report that they quarrel with their parents and do not discuss important issues with them, *true or false?*

9. At the age of three, poor children are how many months on average developmentally behind their more wealthy peers?

**4 months**      **9 months**      **6 months**      **2 months**

10. What percentage of children in Kent are living in poverty (using the Children in Low Income Families measure)?

**12.3%**      **15.5%**      **16.6%**      **22%**

11. More than a quarter of children in low income families live in **which two Kent districts?**

**Dover**                      **Thanet**                      **Swale**                      **Shepway**

12. What percentage of children living in low income families in Kent are aged 10 and under?

**34%**                      **72%**                      **51%**                      **65%**

# Poverty Quiz Answers

1. In 2017 about **14 million** people in the UK were living in poverty. 8 million working age adults, 4 million children and 1.9 million pensioners

2. **Absolute Poverty**

The lack of sufficient resources to keep body and soul together

**Relative Poverty**

Income or resources in relation to the average. Concerned with the absence of material needs to participate fully in accepted daily life

3. In 2017 **11%** of UK households were living in fuel poverty

# Poverty Quiz Answers

4. The Minimum Income Standard is based on what members of the public think people need to achieve a socially acceptable standard of living. In 2017 the public felt that **£17,900** needed to be achieved by a single person and **£40,800** by a couple with two children.  
£16,300 is roughly the National Living wage for a single person. £26,500 was the average UK salary in 2016/17
5. **67%** of children living in poverty in the UK live in a household where at least one person works
6. Families with three or more children **are** more likely to live in poverty  
36% of children in a family of three or more is at risk of living in poverty, compared to 24% of children in a family of two children
7. Nearly a quarter of adults in the poorest fifth of the population experience anxiety and depression. **True**

# Poverty Quiz

8. Children in lower-income families are more likely to report that they quarrel with their parents and do not discuss important issues with them  
**True**
9. At the age of three, poor children are on average **9 months** developmentally behind their more wealthy peers
10. **15.5%** of children in Kent are living in poverty (using the Children in Low Income Families measure)  
12.3% is the regional average and 16.6% is the national average
11. More than a quarter of children in low income families in Kent live in **Thanet and Swale**
12. **65%** of children living in low income families in Kent are aged 10 and under

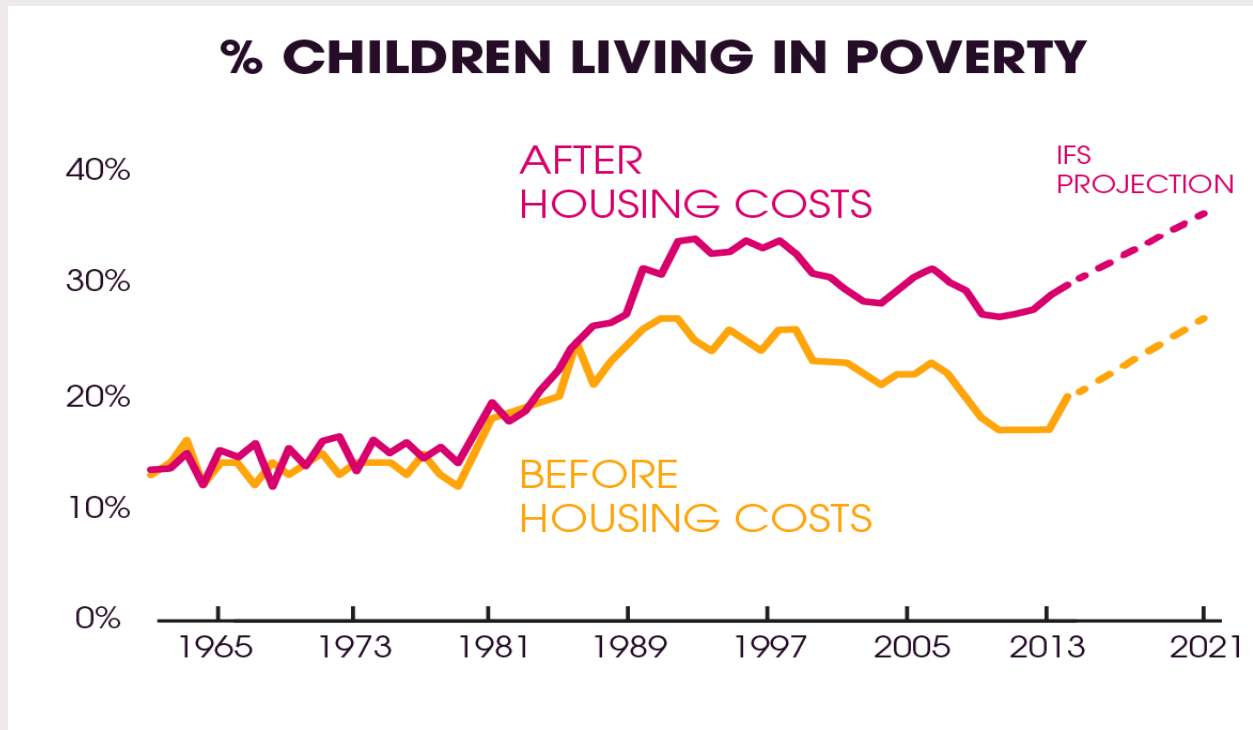
**CHILD  
POVERTY  
ACTION  
GROUP**

**Kent County Council**

2 May 2018

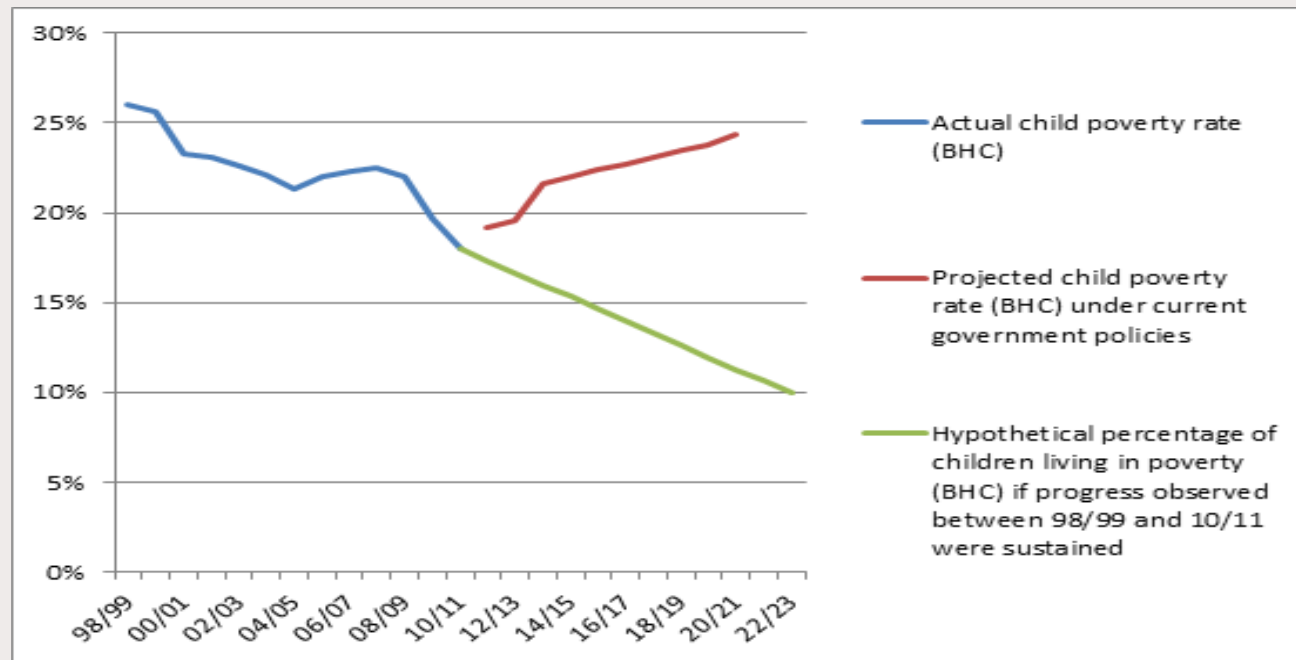


# Child poverty - trend since the 1960s





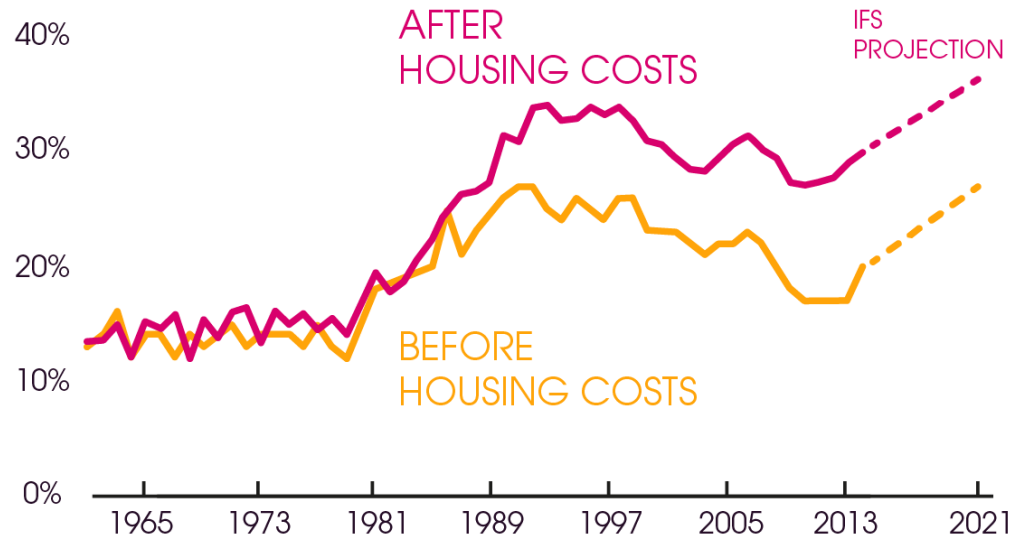
# Would have hit target in early 2020s



# CONTEXT

- £27 bn a year cuts to social security so far
- Over 50 separate cuts to tax credits & benefits
- Introduction and cuts to universal credit
- NLW/childcare do not compensate

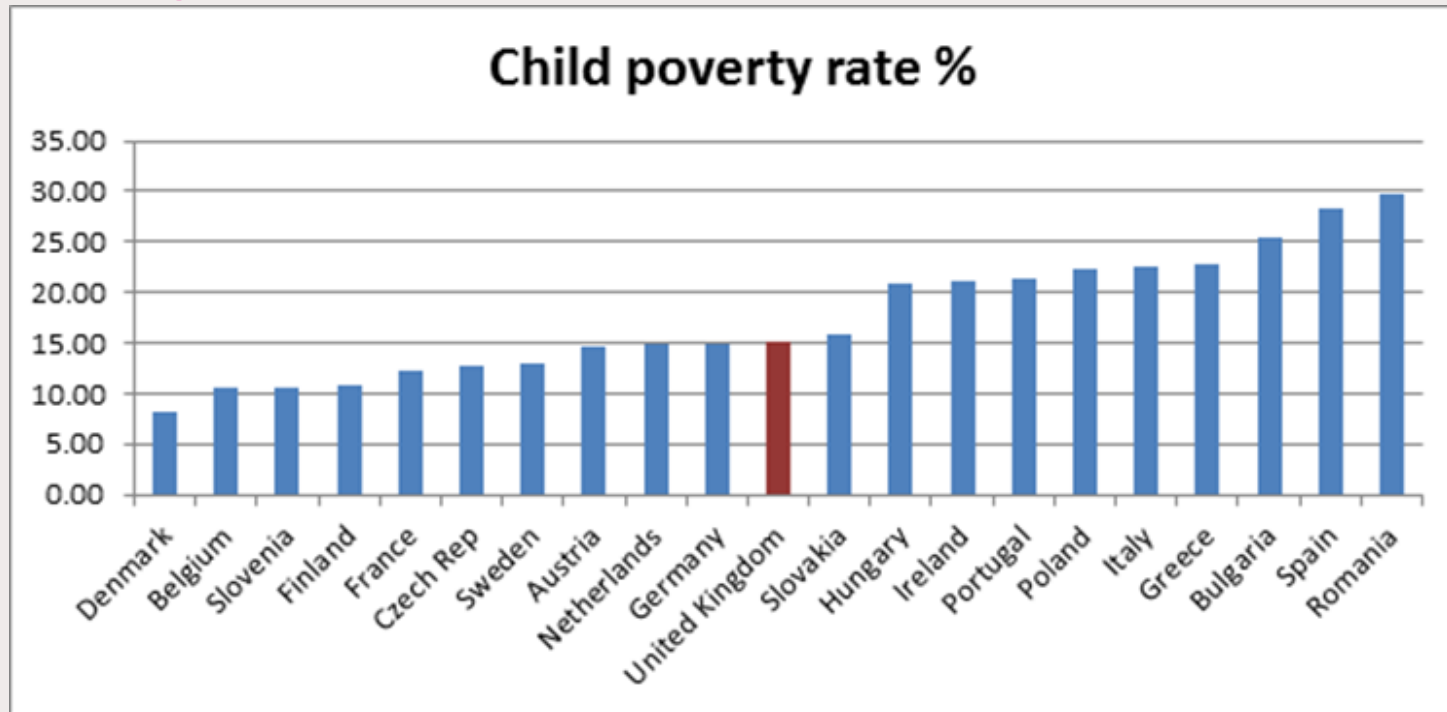
## % CHILDREN LIVING IN POVERTY



# Today, most poor children live with working parents

In-work poverty (2016/17) - below 60% median (AHC)		
	1997/98	2016/17
% poor children in working households	49	67
% poor children in workless households	51	33
No. poor children in working households (million)	2.0	2.7
No. poor children in workless households (million)	2.2	1.3

# Compared with the EU



# Why is child poverty rising?

- Child Poverty Act abolished
- Rising cost of a child – housing and childcare
- Low and stagnating wages, slow to rise
- Benefit and tax credit cuts - £21bn per year, plus £12bn more
- By 2020, £39bn gone from social security budget
- Pensioners protected – yet children more than twice as likely to be poor than pensioners
- 70% hit families with children
- 60% hit working people

## Rising costs (indicators of child poverty)

- Cost of a child to 18 – minimum £155k or £187k
- £166 per week – more as get older
- Couple both full-time on NLW £60 pw short
- Housing and childcare costs rising
- Growing poverty gap – on average £60 below line
- Extra costs of food in school holidays can push families from 'just about managing' into hardship
- Parents skip meals
- Issue not just about food – holiday hunger is not an isolated issue

# FAMILIES WITH CHILDREN ARE HARDEST HIT BY THE CUTS TO UNIVERSAL CREDIT



\*average change in annual income across the population from changes to universal credit since 2013

**CUTS TO  
UNIVERSAL  
CREDIT  
WILL  
PUSH...**

**1 MILLION  
CHILDREN**



**INTO POVERTY**

**900,000 CHILDREN  
INCLUDING 300,000  
UNDER 5**



**INTO SEVERE  
POVERTY**



<b>Area</b>	<b>Date of UC rollout</b>	<b>No. of families claiming tax credits now</b>	<b>No. of children in families claiming tax credits now</b>	<b>No. of children in poverty</b>	<b>% of children in poverty</b>
<b>Dover</b>	May-17	7,600	12,800	6,709	30%
<b>Thanet</b>	Jul-17	12,100	19,900	10,500	35%
<b>Swale</b>	Dec-17	10,000	17,600	8,696	27%
<b>Gravesham</b>	May-18	7,000	12,400	6,091	25%
<b>Sevenoaks</b>	May-18	4,700	8,200	4,694	19%
<b>Shepway</b>	May-18	7,200	12,100	6,010	27%
<b>Ashford</b>	Jun-18	7,600	13,400	6,291	22%
<b>Canterbury</b>	Jul-18	7,900	13,500	6,708	24%
<b>Dartford</b>	Jul-18	5,900	10,200	4,897	21%
<b>Maidstone</b>	Nov-18	8,300	14,300	7,110	21%
<b>Tonbridge and Malling</b>	Nov-18	5,800	10,200	4,922	18%
<b>Tunbridge Wells</b>	Nov-18	4,800	8,200	4,108	17%

## Child poverty – what needs to happen?

- Need a wider strategy to end child poverty
- Reinstate targets at national and local level
- End freezes - restore family benefits – triple lock?
- £5 on Child Benefit
- Fix Universal Credit – fit for families again
- STBAs, DHPs and LWAS – serious need of reform (guarantee future, ring-fence, reporting duties, clear framework as in Scotland)
- Universal Free School Meals work

## What works?

- High quality early childhood education and care
- Sure Start Children's Centres – protect and revive
- Extended schools – breakfast, after school and holiday childcare (not child feeding stations)
- Equal access to enriching activities
- Free School Meals – extend to universal where possible
- Pupil Premium increases (including in early years)
- Poverty proofing the school day – work in Glasgow and Dundee
- Close the educational attainment gap
- Talking to children

## Work with schools

We recently worked with the National Education Union to find out their members' experiences

- Nearly 1 in 5 schools provide anti-poverty services: food banks, clothes banks, loans, washing clothes, free meals for family members
- 87% reported significant impact on student learning and 60% believe the situation has worsened since 2015
- 'Heart breaking' was most commonly used description use for critical situation of many poor children and families
- One teacher commented: "The school collects for the food bank in the staffroom. But this is a big problem and it breaks my heart"

# 'Poverty Proofing' the school day

- We are already seeing children finding it hard to participate in school activities because of the costs involved
- Our work on the cost of the school day shows children choose subjects to avoid those that involve cost
- In addition, many are arriving at school hungry and cannot participate in the same activities as their peers – trips, school uniforms, school meals and so on
- Positive results when this is tackled – attendance, participation

# KCC Child Poverty Strategy

## Everybody's Business: Priority Areas

- Maximising household income
- Promoting healthier lifestyles
- Breaking the cycle of poverty and encouraging social mobility
- **Supporting schools, early years and childcare settings to focus on 'poverty proofing education'**
- Supporting housing initiatives

# Poverty Proofing Education and Childcare

- Hunger
- School Uniform
- Equipment
- Homework / out of school learning
- Trips
- Parental engagement
- Childcare
- Attainment

# Poverty Proofing Education and Childcare

What (more) can Kent's early years and  
childcare providers (of all types) do?



**Workforce**

**Early Years and Childcare**

# Updates

- Recruitment Hub - updates and marketing
- Workforce Cross cutting group - National and local issues

## Local knowledge

- What are the workforce challenges for your setting?
- Strategies and good practice to share - what works well?

# Staffing in the sector

## Bank/ Agency Staff

- What are your experiences of using bank/ agency staff?
- What do you need from a bank/agency staff organisation?

# THE EDUCATION PEOPLE

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Please help us to evaluate the session by  
completing the form provided.

Thank you