

1.0 Background

The Project's first form report to the Trust was for the quarter up to September 2014.

2.0 Overview of the Project's activities September – December 2014

The Project is commissioning and directly delivering services which will impact on 3 factors which have a significant impact on school readiness: the home learning environment; parental mental health and well-being; and parental warmth and sensitivity. The services which have run in this period (September- December 2014) are as follows:

- 2.1 Bump-Start:** one-to-one peer support for women from the 20th week of pregnancy until the child is 6 months old. Ran throughout the period, delivered by Home-Start Wirral: target 20 families: actual 23.
- 2.2 Parents Early Education Partnership (PEEP) group:** group parent and baby/toddler structured play, at St James Centre. Ran October - November, delivered by the North Birkenhead Development Trust: target 12 families; actual 26 parents; 31 children. Good recruitment but a high level of one-off or sporadic attendance affects the impact. Addresses support for the home learning environment. We are reviewing delivery with the provider.
- 2.3 PEEP Home Play:** one-to-one play in the home with child and parent(s) to encourage those who feel unable to attend groups, because of low self-confidence or practical obstacles to accessing services. Aims are to firstly encourage play in the home and subsequently to support parents to access group services. Ran throughout the period, delivered by the project team: target 8 families; actual - 4 supported; staff sickness for much of this period resulted in a delay in receiving referrals – we are reviewing delivery.
- 2.4 Stay & Play:** informal parent and child play group with structured activities for children and progressive development of parental involvement. Ran throughout the period, delivered by the project team: target 15 families; actual 28 families, 29 children. Some sporadic and one-off attendance but a core of 12 families attended the majority of sessions. Second group started during period. Addresses support for the home learning environment.
- 2.5 Read it Together @ (RITA):** parent and child group with supported parent and children reading together, followed by adult reading while children have play session. Ran throughout the period at the Manor school. **RIT@Manor** September- December, target 6 families; actual 14 adults, 14 children attended, but 5 are consistent attendees. Addresses support for the home learning environment and parental mental health and well-being.
- 2.6 Xmas fun at Rock Ferry:** taster for RIT@ group to begin in New Year. Target 8 families, actual 5 families and 6 children. Group to continue.
- 2.7 Reflective Parenting:** group programme for pregnant mothers/partners before and after birth. Training and multi-agency briefings February. Delivered by Home-Start Wirral: target 8 families; actual 4, reducing to 2. See *milestone report for comments in relation to delivery*. Addresses support for parental warmth and sensitivity.

3.0 Monitoring and outcomes

Poverty indicators are being collected: no member of household in paid work; living in social housing/with parents/in rented housing; no access to car. These were chosen as externally recognised poverty indicators which are also less intrusive questions for families. This quarter we have moved delivery to a focus on the Beechwood estate and have experienced

a large increase in residents of social housing as the main group of families accessing our services. Given the limited supply of social housing and the fact that young families will not be in receipt of secure tenancies, we can be confident that these are low waged families, in the cases where they are in work. We would like to apply 'resident of social housing' as a criteria for a family which we can regard as living in poverty.

4.0 Longer term developments

a) Outputs, outcomes and meaningful reporting

We are delivering services on a scale which throws up choices and challenges in relation to what we report to the Trust. The figures on the page attached separately show a level of detail which disguises an emerging pictures of families and how they access services; 'families' usually means we see a mother but sometimes a mother + relative; a couple; a mother + friend. We have 2 sets of twins and several families with more than one child under 5 years. A small but growing number of families receive support from 2 or more of our activities – we track this so that we can differentiate between the impact of different programmes of support. We also need to think about the difference we make to a family which attends sporadically as opposed to those who attend regularly. We need a system of reporting where we can compare like with like but Trust meetings do not align with quarters so we will not have the figures for previous quarters at each meeting. One way to provide the Trust with an overview is to report on outcomes (how families are changing) on alternate meetings to those when we report outputs. Would this be helpful? What level of detail is useful?

b) Developing ways to support families at pre-school Transition stages

In working with primary schools we need to do two things; provide a service which the schools feel supports their work directly, not just theoretically in the future; and link our group and individual support to the work in schools. This is now much more complicated than previously as children can join school ('transition') at age 2 (if they are in receipt of the 2 year old funding); at 3 ('Foundation 1'), at 4 ('Foundation 2') or 5 ('Year 1'). This challenge has changed in the last year, with the introduction of free places for 2 year olds. We are reviewing the resources/literature which exists to inform what we do

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Appendices:

1. Milestone report