

## Smart Start Project Case Study

### Case Study Title

EYFS: Closing the Gap: Practitioner Training

### Background: What is the background to the case study?

In order to contribute to improving school readiness in Warwickshire, practitioners from Schools and private and voluntary sector early years settings (20 organisations) and community groups are accessing a 12-month project which uses evidenced based strategies to close the gap between disadvantaged pupils and their peers in the early years foundation stage. The project is focused on four themes:

- ❖ Improving children's communication and language skills
- ❖ Building leaderships knowledge for closing gap - ensuring children are 'ready' for School
- ❖ Family Engagement in Learning – how engagement in learning improves educational outcomes
- ❖ Improving the quality of educational practice

### Activity: What was involved? Who? Where?

**Training:** The first face to face training session was held in October with 22 practitioners working in schools and PVI sector early years provision. The training sessions were delivered in Rugby and Leamington Spa, in Schools who had kindly allowed us to deliver the training from their organisations.

The first piece of training was focussed on those in a leadership role and it looked closely at:

- ❖ Understanding the impact of disadvantage on life chances
- ❖ Use of a wide range of data to identify disadvantage and understand about barriers to learning in our local communities
- ❖ Implementing an approach to ensure a shared view about what your team want for disadvantaged / vulnerable groups.
- ❖ What do we as educators need to do / provide to ensure all groups of children are successful learners? Implications for planning and practice
- ❖ Inspirational Leadership which has high expectations for all children and changes the culture
- ❖ Using and applying the strategies that are known to work

Practitioners were asked to return to their setting and complete an exercise whereby they developed a jointly held, clear vision for disadvantaged children in their organisation. For example *'To have the skills to communicate and build social relationships'*

The next step was to consider what is required to achieve this? Then, to evidence it clearly via a display or presentation, so that the learning is shared.

Practitioners also had to select two vulnerable children and they will complete a longitudinal case study.

The third action point was to identify two stakeholder groups with whom this training would be shared.

**Outcomes:** What were the outcomes or learning points?

**KPI: 9 Training evaluations from MCLV Training measure improvement in confidence and skills with an average 30% shift on exit**

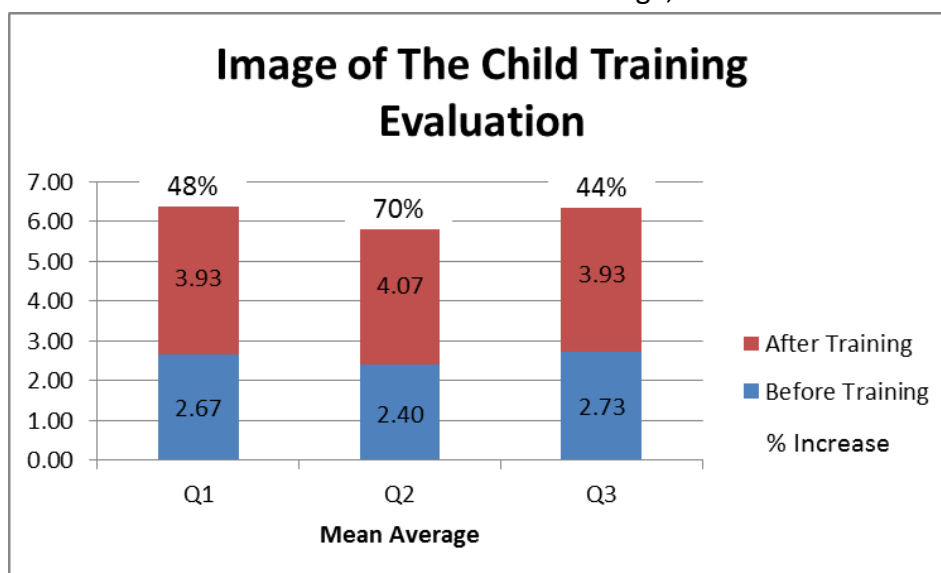
Before the training practitioners completed a questionnaire which posed these questions:

Q1: Using the scale of 1 – 5 below how would you rate your understanding of the impact of disadvantage on life chances?

Q2: Using the scale of 1 – 5 below how would you rate your skills to create a shared view about what your team want for Disadvantaged / Vulnerable groups.

Q3: Using a scale of 1-5 below how would you rate your knowledge on what we as educators need to do / provide to ensure all groups of children are successful learners?

Their responses indicate between 44 and 70% shift in knowledge, skills and confidence.



**Quote/Testimonial:** Feedback given from the individual

- ❖ Very Enjoyable, looking forward to putting and feeding back to staff / setting
- ❖ Both trainers made it interesting and easy to understand
- ❖ I enjoyed this course and the information given to me as I was not sure about the project and now feel more knowledgeable on the project.
- ❖ Really got me thinking.
- ❖ Looking forward to putting this into our everyday practice

## Appendix 1:

### Image of the child

### Evaluation Summary

**Date:** October 2016

**Trainer:** Dawn Jearum / Amanda King

- 1 Using the scale of 1 – 5 below how would you rate your understanding of the impact of disadvantage on life chances?**

#### ***Before training***

1	2	3	4	5 – Very confident
Not confident 6.7%	46.7%	26.7%	13.3%	6.7%

#### ***After training***

1	2	3	4	5
0.0%	0.0%	26.7%	53.3%	20.0%

- 2. Using the scale of 1 – 5 below how would you rate your skills to create a shared view about what your team want for Disadvantaged / Vulnerable groups.**

#### ***Before training***

1 – Not confident	2	3	4	5 – Very confident
6.7%	66.7%	6.7%	20.0%	0.0%

#### ***After training***

1	2	3	4	5
0.0%	0.0%	20.0%	53.3%	26.7%

- 3. Using a scale of 1-5 below how would you rate your knowledge on what we as educators need to do / provide to ensure all groups of children are successful learners?**

#### ***Before Training***

1 – Not confident	2	3	4	5 – Very confident
0.0%	40.0%	46.7%	13.3%	0.0%

#### ***After Training***

1	2	3	4	5
0.0%	0.0%	20.0%	66.7%	13.3%