

# Report of the Strategic Director, Children's Services to the meeting of Bradford East Area Committee to be held on 17 March 2016

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### Subject:

Better Start Bradford Programme update

### Summary statement:

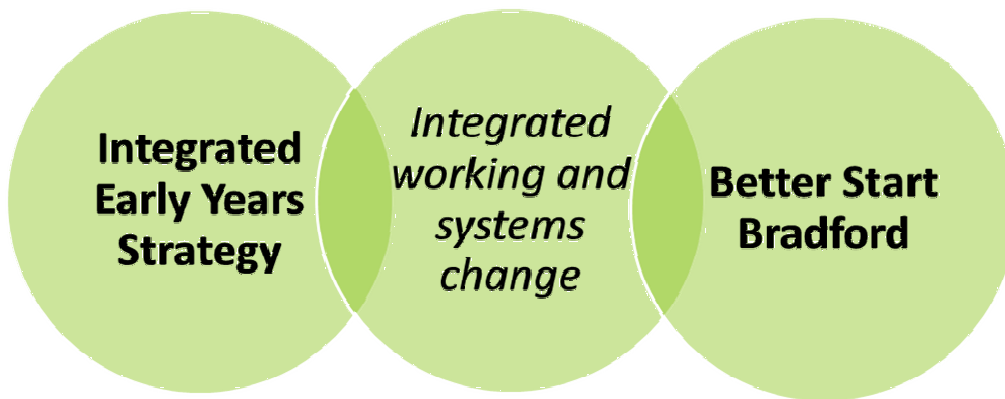
An update on setting up the Better Start Bradford programme, outcomes, impact and the implications for the district.

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## 1. Summary

- 1.1 Better Start Bradford (BSB) is an opportunity for Bradford to test out and add to the evidence base of 'what works' in improving child health and development outcomes in the early years, improving maternal and child health and school readiness.
- 1.2 It also provides an opportunity to test innovative approaches to changing the way our systems work together. Learning from developing the BSB programme has been instrumental in supporting the development of the district's Integrated Early Years Strategy.



- 1.3 The development of the Better Start Bradford bid and early implementation of the programme has profoundly influenced the district wide approach to early years service delivery and the development of the Integrated Early Years Strategy (IEYS) for children under 7 years 2015-2018. Its focus on the evidence base and outcomes has ensured we have built on existing good practice but also developed new approaches where needed. The IEYS 5 workstreams are focused on:

- Children ready for school and schools ready for children
- Improve health and wellbeing for all children and reduce inequalities
- Support and increase parents' knowledge and skills
- Support the development of high quality leadership together with highly skilled and responsive workforce
- Integrated working and system change

The last workstream: integrated working and system change, is key to delivery of all the other workstreams.

- 1.4 This report provides an update on the programme and addresses the points raised following the previous report to Area Committee in September 2015.

## 2. BACKGROUND

- 2.1 Better Start Bradford is a 'test and learn' programme which is being used as a vehicle for reform across the district in early years. It is being delivered in 3 disadvantaged wards (Bowling and Barkerend, Bradford Moor and Little Horton) but aims to embed what works across the district.
- 2.2 The primary outcomes are to improve communication and language development, social and emotional development and nutrition in children aged 0-3 years. It is supporting the improvement to school readiness as part of its work supporting the New Deal priority outcome 'great start in life and good schools'.
- 2.3 It is entirely focused on pregnant women and young children aged 0-3 years. During pregnancy a woman's mental and physical health, behaviour, relationships and environment all influence the developing foetus. All these factors can have a significant impact on the baby's wellbeing and long term outcomes. After birth, babies' brains and bodies continue to develop rapidly; in the first two years 700 new neural connections form. Because of this any new experience, positive or negative, can have short and long term impacts.



- 2.4 BSB projects build additional early help for families around children's centre services in seven children's centre reach areas: Barkerend, Community Works, Burnett Fields, Canterbury Woodroyd, Mortimer House and Tyersal. These centres continue to offer a core offer of health, early learning and family support services. BSB appointed five Children's Centre Facilitators in June to work closely with the centres and ensure services for families are co-ordinated to complement rather than compete with each other.
- 2.5 The seven children's centres will move into new cluster arrangements from August 1<sup>st</sup>. Canterbury Woodroyd, Burnett Fields will form the new BD5 cluster. Barkerend, Community Works, Mortimer House will form part of the new East Bradford cluster while Tyersal will join the new South Bradford cluster. BSB will have membership of the new Advisory Boards, which will help foster even closer links and joint planning between BSB, children's centres and other key partners.

## 3. REPORT ISSUES

- 3.1 Area Committee has asked for more detailed information on the following areas.
- 3.2 **How progress on the outcomes are being measured and achieved.**



The BSB outcomes framework identifies 3 strategic outcomes:

- More children will enter school with the language and communication skills they need to engage in this stage of early learning and to develop effective relationships.
- More children enter school with the necessary social and emotional development
- Fewer children will be overweight or obese on leaving primary school

Intermediate outcomes that allow us to measure progress include:

- Children have age appropriate vocabulary and can use language to express their physical and emotional needs and have positive social interaction. This is measured at the 2 year old check via the Ages and Stages Questionnaire undertaken by Health Visitors and Early Years practitioners.
- More mothers have good postnatal mental health. This is measured by Health Visitors at their visits as part of the Integrated Care Pathway.
- Fewer children attend A&E or are admitted to hospital with accidental injuries. This is measured by the hospital routinely.
- More babies will be fully or partially breastfed up to the age of 6 months. This is measured by Health Visitors at their visits as part of the Integrated Care Pathway.

Each intervention will enter their monitoring data directly into SystmOne and the Innovation Hub (our evaluation team) will analyse it and also draw on the data collected routinely by services to present it via a data dashboard each quarter starting in April 2016.

They will also follow a cohort of Better Start babies, mothers and fathers to allow the impact of the programme to be measured.

Full results for the projects will be available via cohort data from 2021, although some preliminary findings will be available after 2-3 years of each intervention starting.

### **3.3 How the programme is being rolled out across the district.**

Learning from the programme from both careful design and implementation of the interventions and actual delivery is being taken up across the district.

In terms of lessons learned from setting up the programme and designing the interventions, we have enhanced the work done on an Integrated Care Pathway by ensuring that data not previously shared, is shared and by offering free core training in attachment and bonding for the early years workforce, including volunteers.

Also, our approach to service design is starting to be used elsewhere in the district. This new approach to considered design of a service before implementation is going to support new approaches to commissioning. The district's Perinatal Mental Health Group is involved in designing a new infant mental health service and the new Well North project is also interested in our approach.



The Baby Buddy phone app, supporting women during pregnancy is already being rolled out across the district due to support from the CCGs and partners via the Maternity Network. The HENRY project, which focuses on improving nutrition and exercise in the really young, is being delivered in partnership with Public Health and Children's Centres to ensure that what is proven to work can be embedded into district wide provision and is sustainable.

### **3.4 How the integration of the workforce is being embedded**

The early years workforce in the BSB area comprises a unique mix of health professionals, early years practitioners, community-based and voluntary and community sector workers, social care professionals, academics, students and volunteers from across a range of sectors.

We are working as part of the Integrated Early Years Strategy to embed a shared vision, values, behaviours and language with everyone working or volunteering with children. We are doing this through:

- Quarterly informal learning opportunities to allow for on-going networking and learning opportunities for any front line staff and volunteers in the Better Start area. For example on 10<sup>th</sup> February over 100 practitioners came to an opportunity to discuss the proposed Early Help offer.
- A modular training programme to ensure that everyone has the key understanding and same messages. For example free evidence based bonding and attachment training is now available across the district for all early years staff and 550 people have registered for it.
- A volunteering learning programme which includes safeguarding and confidentiality and will prepare volunteers for the modular programme
- Advanced practitioner training for all the staff required to deliver specific programmes such as HENRY, Incredible Years. In 2015 76 staff received HENRY training and are going on to deliver the programme to parents.

### **3.5 How savings are being achieved and re-invested**

The Big Lottery Fund have commissioned an economic evaluation which will look at the costs and outcomes: taking a long term view of the cost-effectiveness.

The London School of Economics are developing a 'Preventonomics' tool which will identify savings made through early starter interventions and this will be ready by the end of 2016.

### **3.6 Some examples of how "test and learn" has been implemented**

The Baby Buddy mobile phone app was tested in the BSB area with a wide range of practitioners to assess its relevance, acceptability to our families and potential for impact. The app gives information, provides a schedule of appointments and helps to build confidence throughout pregnancy, especially for younger parents to be.

Feedback was extremely positive, especially from midwives and Best Beginnings who developed the app recorded Bradford as having the most downloads in the country. As a result, the CCGs are paying for the promotional material to ensure that every pregnant woman in the



district is encouraged to use it.

Practitioners identified some concerns with using the Threshold of Need to help identify families with multiple vulnerabilities and those in need of additional support services, including its complexity. Better Start Bradford have led the development of a simple tool that can be used by all staff and volunteers to help practitioners identify when they should be intervening at an earlier stage. It has been tested out on a small scale and the Integrated Early Years Strategy group has approved its implementation across the Better Start area with a view to implementing across the district should it be evaluated positively. The tool is called VIEWS Vulnerability Indicator Early Warning System.

### 3.7 Progress on the Early Language Development Programme

Talking Together is delivered by a local Children's Centre and has appointed a team of 8 Language Development Workers to work across the Better Start reach areas. They will provide a language assessment for every 2 year old in the area and an in-home 6 week programme of intensive support to those identified as being at risk of language delay. In addition to identifying need at an earlier stage, it will also promote positive parent child interaction and more appropriate and timely referrals on to other specialist services.

The purpose of the assessment is for early identification of children with language delay and/or disorder and is delivered as a questionnaire with the parent or carer and asks about the child's current language development. The assessments are carried out through home visits or at drop-in sessions and include the Bookstart packs.

The intervention has been delivering to families since September 2015. At the end of January, 250 children had been assessed and 70 offered the intensive programme. In the second year of delivery, the language assessment will be a universal offer across the Better Start Bradford area involving assessment of approximately 1363 children. The assessment process also serves as an opportunity to register children at Children's Centres.



### 3.8 Progress in the numbers of children achieving a good level of development at the end of reception compared to the Bradford and national averages.

2015 was the third year of the new system of assessment within the EYFSP and this means that we are now able to analyse and report on three year trends. The key measure continues to be the Good Level of Development (GLD) and a child has achieved this if they have achieved the Expected or Exceeding levels in all the Early Learning Goals (ELGs).

The proportion of children achieving a Good Level of Development in Bradford was 62% in 2015, a 7 percentage point (pp) improvement on 2014 and 13 pps over three years. This is 4 percentage points (pps) behind the national average of 66%. The national average rose by 6 pps in 2015 from 60% to 66% and 14 pps over three years. The 2015 GLD result represents a closing of the gap by 1% to 4 pps between Bradford and national.

Girls continue to outperform boys in Bradford with 71% of girls achieving a GLD compared to 53% of boys. The gap between the performance of boys and girls has widened over three years to 18% from 15% in 2013. Nationally girls also outperform boys with 74% of girls achieving a GLD and 59% of boys.

For children eligible for Free School Meals (FSM) 49% of children in Bradford achieved a GLD compared to 65% of children not eligible for FSM.

The national average for children eligible for FSM was 51% achieving a GLD and for those not eligible 69%. It should be noted that the gap has widened nationally to 18%.

Although the performance of pupils eligible for FSM in Bradford has improved by 13% over the last three years and there is an upward trend, the gap between the performance of those eligible for FSM and those that are not, has remained the same at 16% in the last three years but this is closer than the national average.

In the three BSB wards outcomes for children aged 5 years in 2015 were:

Ward	Number of schools with 5 year olds in ward	% GLD	% Boys GLD	% Girls GLD	% FSM by ward	% GLD FSM	% GLD non FSM
Bowling and Barkerend	4	52.4	37.5	66	31.1	40.5	58.1
Bradford Moor	7	57.6	50.5	64.7	26.1	49	59.8
Little Horton	7	57.7	53.9	62.8	23.2	54.2	59



#### **4. FINANCIAL & RESOURCE APPRAISAL**

The principles underpinning the Better Start Bradford Bank include joint investment, shared accountability and investing in prevention and early intervention. Together with the London School of Economics cost benefit tool, it is hoped that this approach will be strengthened with further investment from services and social finance once improvement in outcomes is demonstrated.

#### **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

Better Start Bradford has been subject to intensive scrutiny from Big Lottery Fund regarding the establishment of robust governance arrangements. They have been satisfied with the community-led approach, the controls and checks in place and the role of Bradford Trident as Accountable Body, ensuring that the Big Lottery Fund contractual requirements are fully met.

#### **6. LEGAL APPRAISAL**

There has been close scrutiny of the governance structures and the management of shared resources by partners' legal teams and a Partnership Agreement is in place.

#### **7. OTHER IMPLICATIONS**

##### **7.1 EQUALITY & DIVERSITY**

No implications

##### **7.2 SUSTAINABILITY IMPLICATIONS**

The sustainable delivery of local services and strengthening of capacity in the community to support behaviour change is core to the Better Start Bradford strategy.

##### **7.3 GREENHOUSE GAS EMISSIONS IMPACTS**

Notable areas which have opportunity to address greenhouse gas emissions (carbon footprint) include good lifestyle habits, redesigning services and integrated working all of which are addressed through the Better Start Bradford Programme. One key area of the programme, Better Place, looks at reducing emissions.

##### **7.4 COMMUNITY SAFETY IMPLICATIONS**

No implications

##### **7.5 HUMAN RIGHTS ACT**

No implications

##### **7.6 TRADE UNION**

No implications

##### **7.7 WARD IMPLICATIONS**

Ward Officers in the Better Start Bradford area are involved in a range of engagement activities supporting the implementation of the programme





**7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS  
(for reports to Area Committees only)**

**8. NOT FOR PUBLICATION DOCUMENTS**  
None

**9. OPTIONS**  
The paper does not provide options

**10. RECOMMENDATIONS**

10.1 That the Area Committee notes the report and receives a further update in 12 months.

**11. APPENDICES**

11.1 Better Start Bradford Story January 2016.

11.2 Integrated Care Pathway 2014.

**12. BACKGROUND DOCUMENTS**

1. Fair Society Healthy Lives The Marmot Review UCL Institute of Health Equity (2010)

<http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review>

2. Supporting Families in the Foundation Years Department for Education and Department of Health (2011)

<https://www.gov.uk/government/publications/supporting-families-in-the-foundation-years>

3. Are you ready? Good practice on school readiness' Ofsted (2014)

<https://www.gov.uk/government/publications/are-you-ready-good-practice-in-schoolreadiness>

4. Foundation Years : Sure Start Children's Centres House of Commons Education Committee (2013)

<http://www.publications.parliament.uk/pa/cm201314/cmselect/cmeduc/364/364.pdf>

5. The Guide to Early Years Profiles NHS England and Public Health England March (2014)

<http://www.england.nhs.uk/wp-content/uploads/2014/03/hv-ey-hlth-prof.pdf>

6. Independent report to Her Majesty's Government- Early Intervention : the next steps Allen G MP (2011)

<https://www.gov.uk/government/publications/early-intervention-the-next-steps--2>

7. Conception to age 2 –the age of opportunity WAVE Trust (2013)



