

Moving the Box

Jan Dubiel with
James Hempall

20 March 2025

We shall be
starting shortly

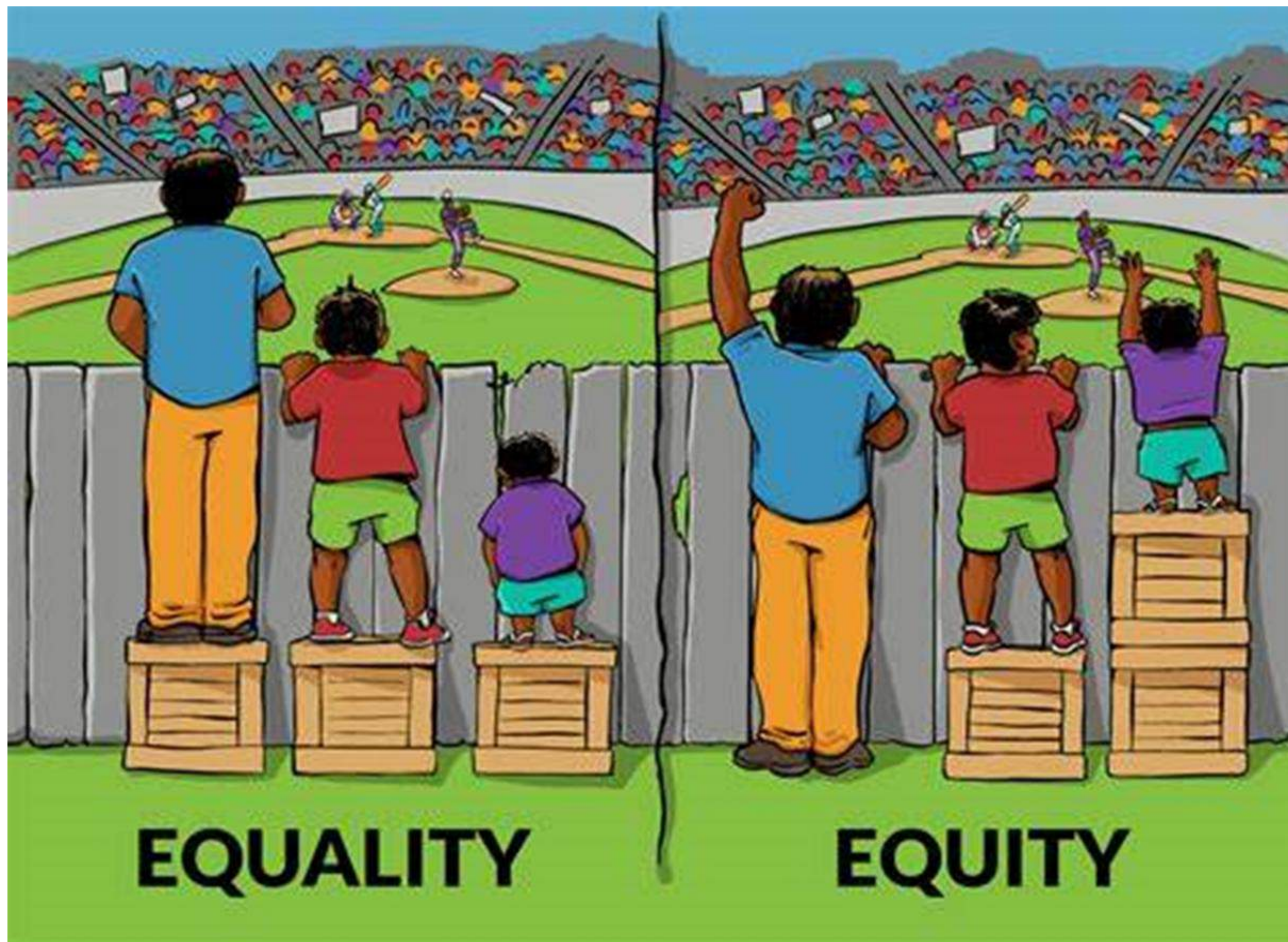


Moving the Box

Jan Dubiel with
James Hempall

20 March 2025

Supporting equity and
trajectories for success
in early education



hey!

If you always do what you've
always done, you'll always get
what you've always got.

Henry Ford





The Iceberg
Principle

GLD

hey!



3

My Circle of Control



hey!

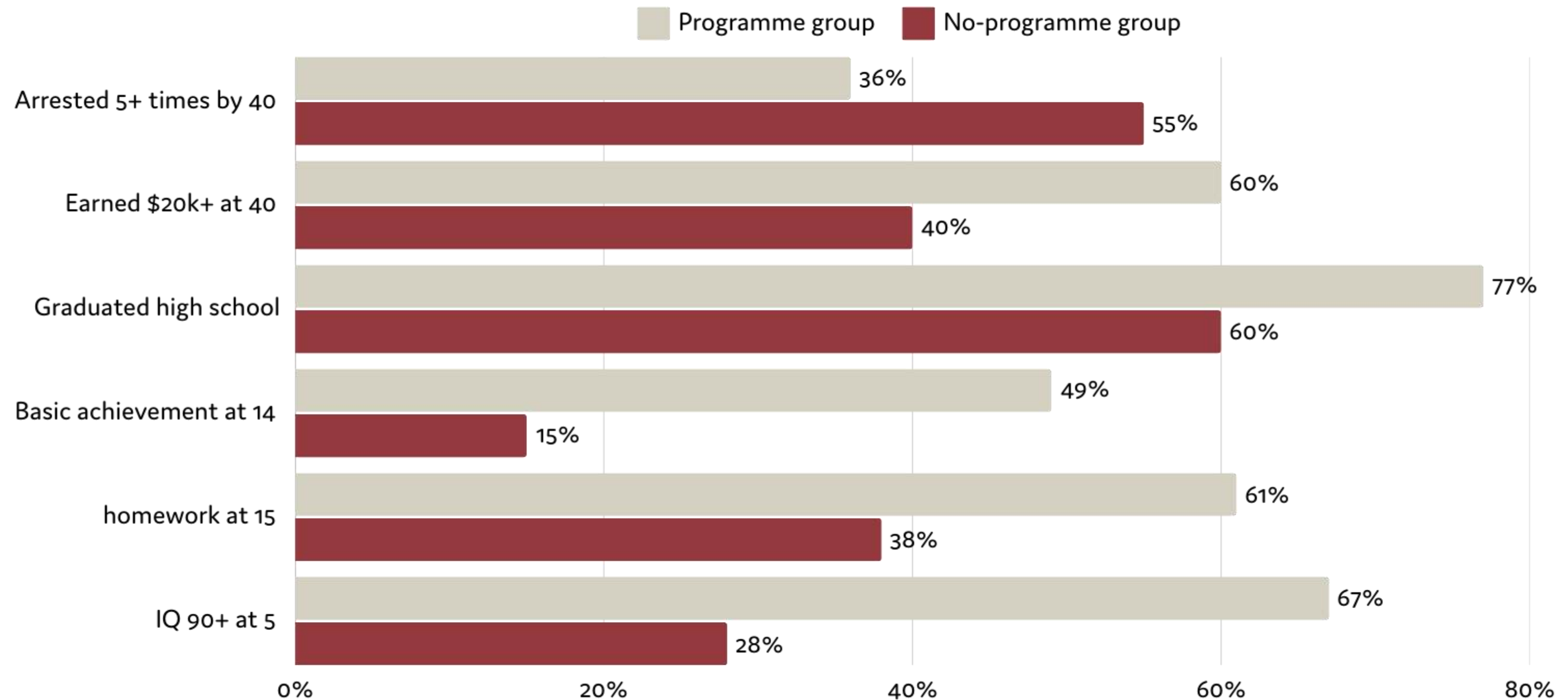


4

Revisiting the transformative potential of early childhood education provision

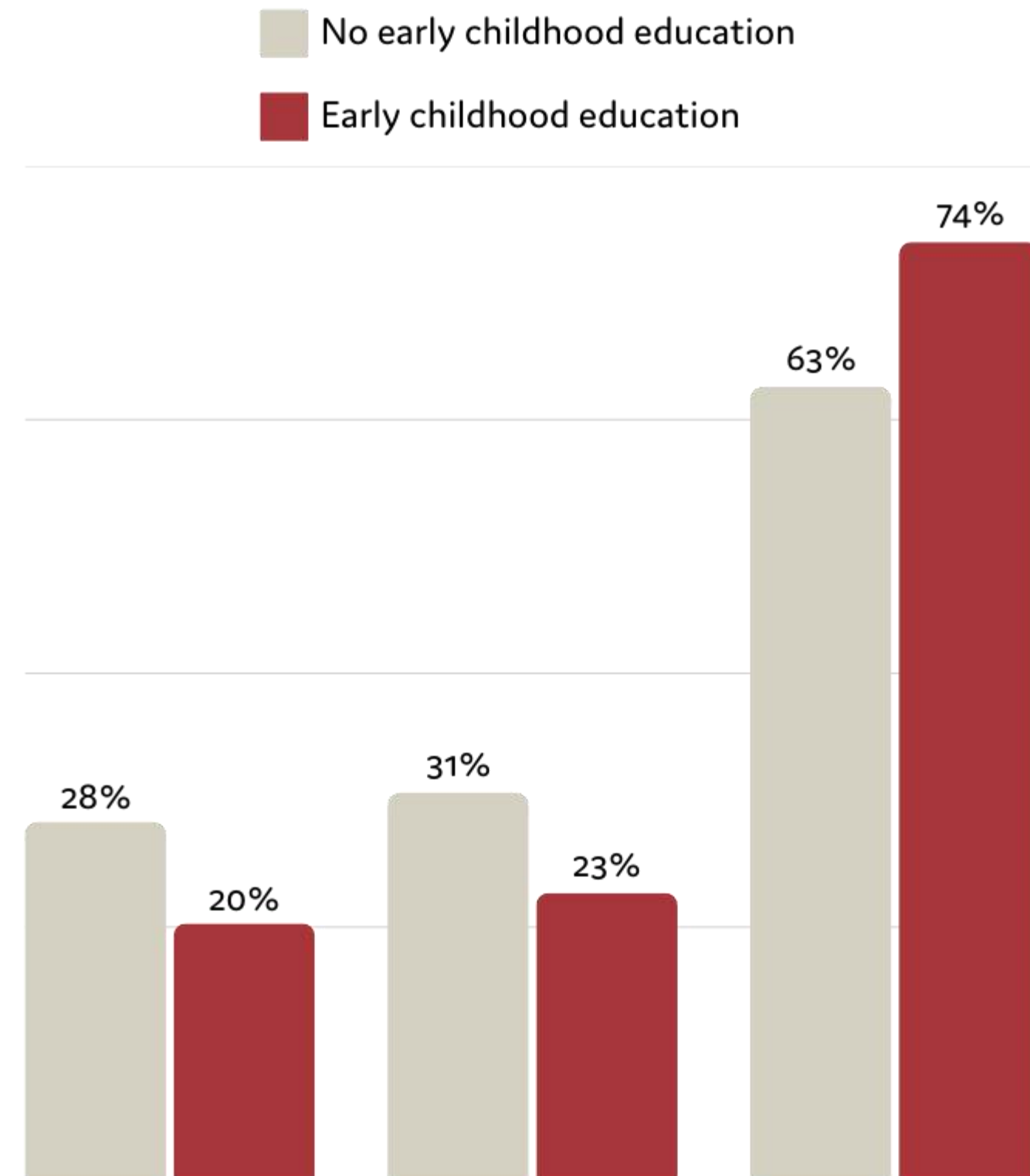


Major Findings: High/Scope Perry Preschool Study at 40



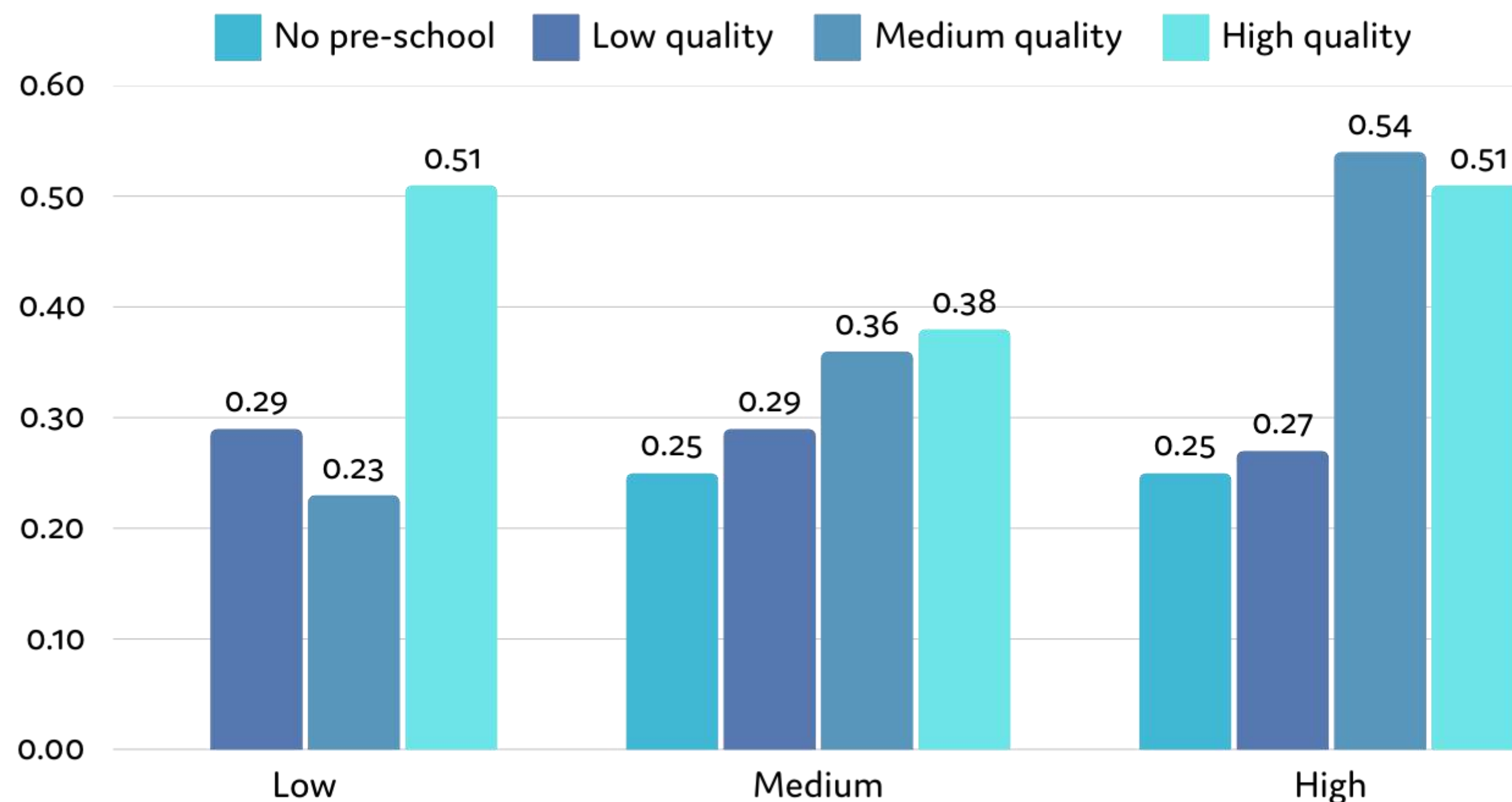
Lasting effects of early childhood education

Analysis of 22 studies published between 1960 and 2016 shows benefits of preschool



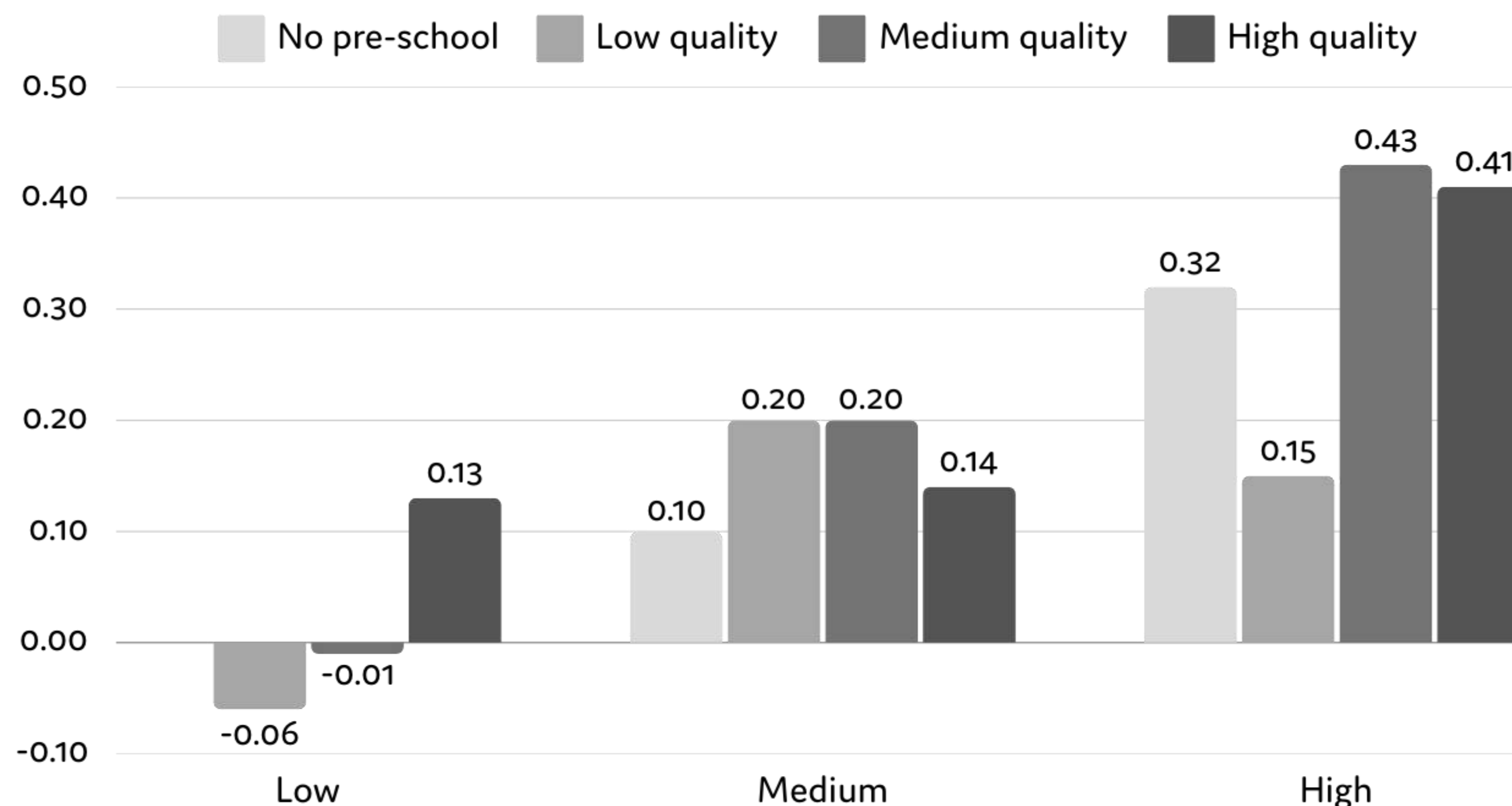
The combined impact of early years HLE and pre-school quality (ECER S-E) on attainment in mathematics in year 6

Reference Group:
Low HLE and No Pre-school



The combined impact of early years HLE and pre-school quality (ECER S-E) on attainment in reading in year 5

Reference Group:
Low HLE and No Pre-school



Research Brief

DFE-RB128
ISBN 978-1-84775-934-4
June 2011

Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study

Iram Siraj-Blatchford^{*}, Aziza Mayo^{*}, Edward Melhuish^{*}, Brenda Taggart^{*},
Pam Sammons[§] and Kathy Sylva[§]

^{*} Institute of Education, University of London, ^{*} Birkbeck, University of London,

[§] University of Oxford

Introduction

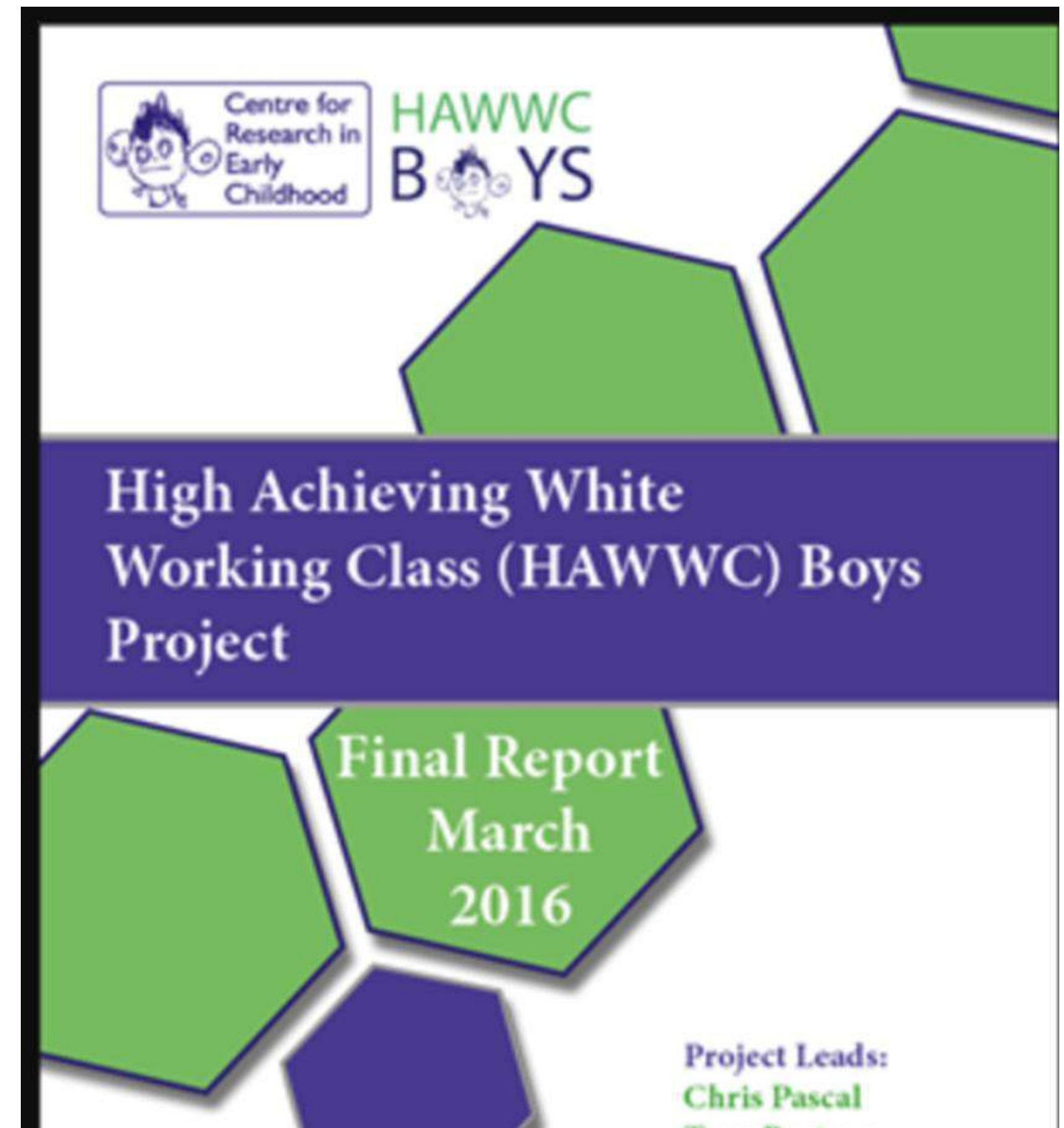
The Effective Provision of Pre-School, Primary and Secondary Education (EPPSE 3-16) project is a large scale, longitudinal, mixed-method research study that has followed the progress of 3000+ children since 1997 from the age of 3 to 16 years. The EPPSE project uses a mixed-methods approach to investigate how child, family, pre-school and school characteristics interact and contribute to children's development up to early secondary age.

This research uses case studies to explore *why* and *when* certain children 'succeed against the odds' while others fall further behind, and also *when* and *why* some 'privileged' children fall behind despite their *positive* circumstances.

Key findings

Academic progress up to the first years of secondary school that defies the odds of disadvantage is:

- stimulated in homes where parenting is a process of 'active cultivation' that facilitates and nurtures children's cognitive and social skills allowing children to benefit from what the educational system has to offer;
- evident early in children's learning life-course but often becomes more apparent over time;
- nurtured through good or excellent quality pre-school settings, particularly for boys from families with low socio-economic status who, the EPPSE study has found, are more likely to experience a poor early years home learning environment;
- stimulated by teaching strategies that allow students to bond with teachers and to enjoy lessons.



The Challenge...

- Current national GLD attainment average of 67.7%
- Relationship between GLD and later outcomes (the iceberg principle)
- DfE Target is 75% by 2028 (should this be 80%?)
- Widening gap based on socioeconomic status
- Trajectories of failure to thrive and attain/succeed

Why is this...?

- Children enter EYFS (YR) provision with a range of developmental starting points, different pre-YR experiences and variations in cultural, linguistic and experiential capital.
- Some children will always thrive regardless of the quality of provision.
- Some groups of children (those at most risk of failure to thrive) are more sensitive to the quality of provision.

Why is the gap increasing...?

(Why are some children not thriving?)

- The curriculum needs to be secure, developmental, progressive and 'holistic' – it needs to identify the conditions, and behaviours required, for successful learning and development.
- Often provision focuses on the 'universal offer' without acknowledging different starting points and experiences – sometimes pedagogy can be an unintentional 'one size fits all' which alienates some children.



Our evidence suggests that the children who are already the most knowledgeable and confident get the most out of Reception and key stage 1.

Those who need the most help to secure firm learning foundations do not always get the teaching and practice they need.

As a result, even at this young age, some children fall further behind their peers. Once children fall behind, it is hard for them to catch up.

Some schools are not ensuring all children learn the foundational knowledge that they will need later. This makes it harder for children to learn at key stage 2.

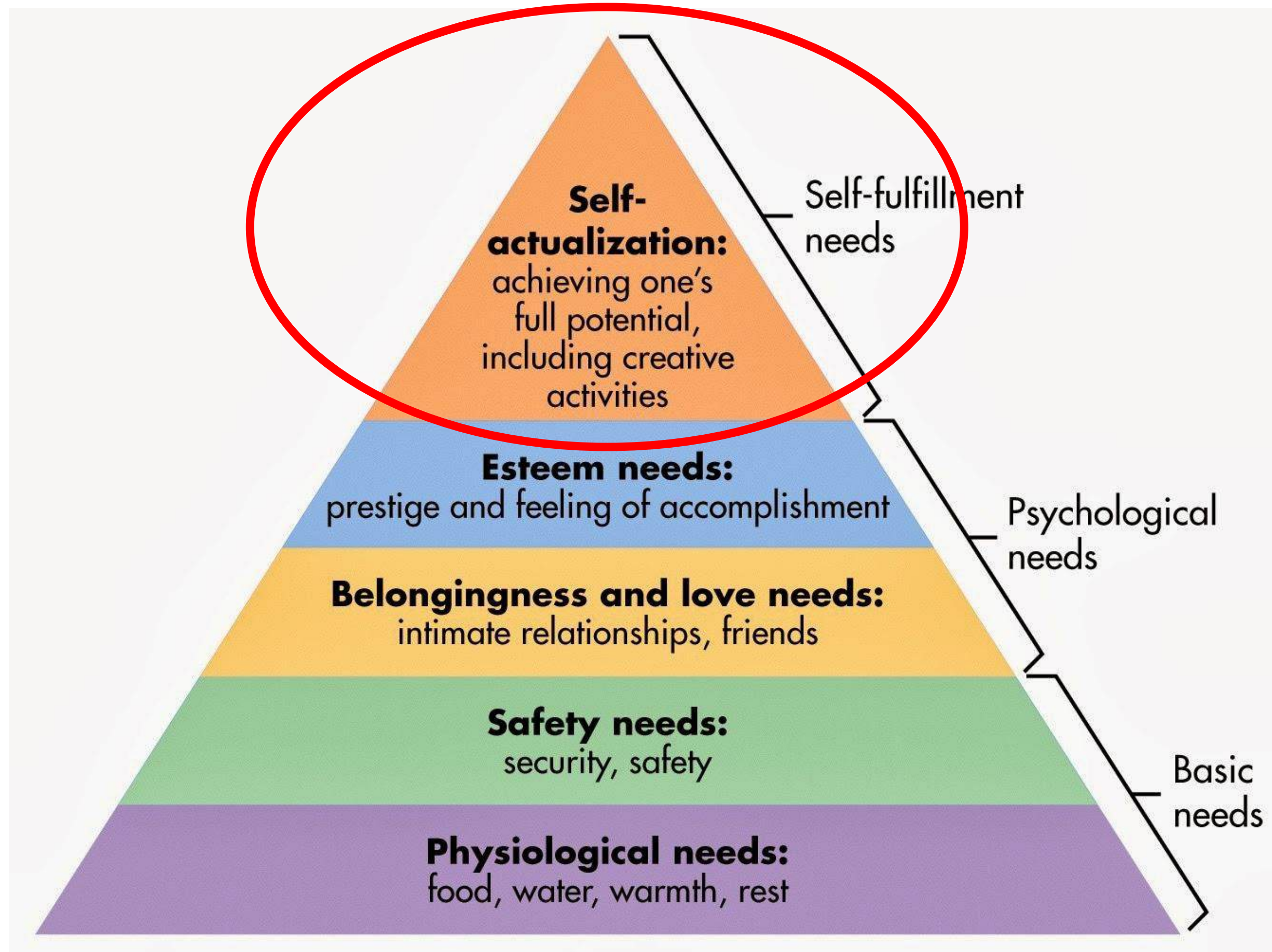
- Some schools do not identify clearly enough the knowledge that children need to learn during Reception and key stage 1. This means that teachers do not know what to prioritise in their teaching and assessment.
- Curriculums are often overloaded with activities that do not focus on helping children to build fluency in foundational knowledge and skills.
- Schools do not always allocate enough time for children to practise what they have been taught so that they remember it.
- Curriculums, particularly in some Reception classes, leave children's learning too much to chance. When there is a choice about whether to take part, some children, often those who need the most teaching and practice, opt out.
- When schools identify weaknesses in children's knowledge, skills and behaviour, they do not always consider carefully enough how the curriculum or teaching

How can this be changed...?

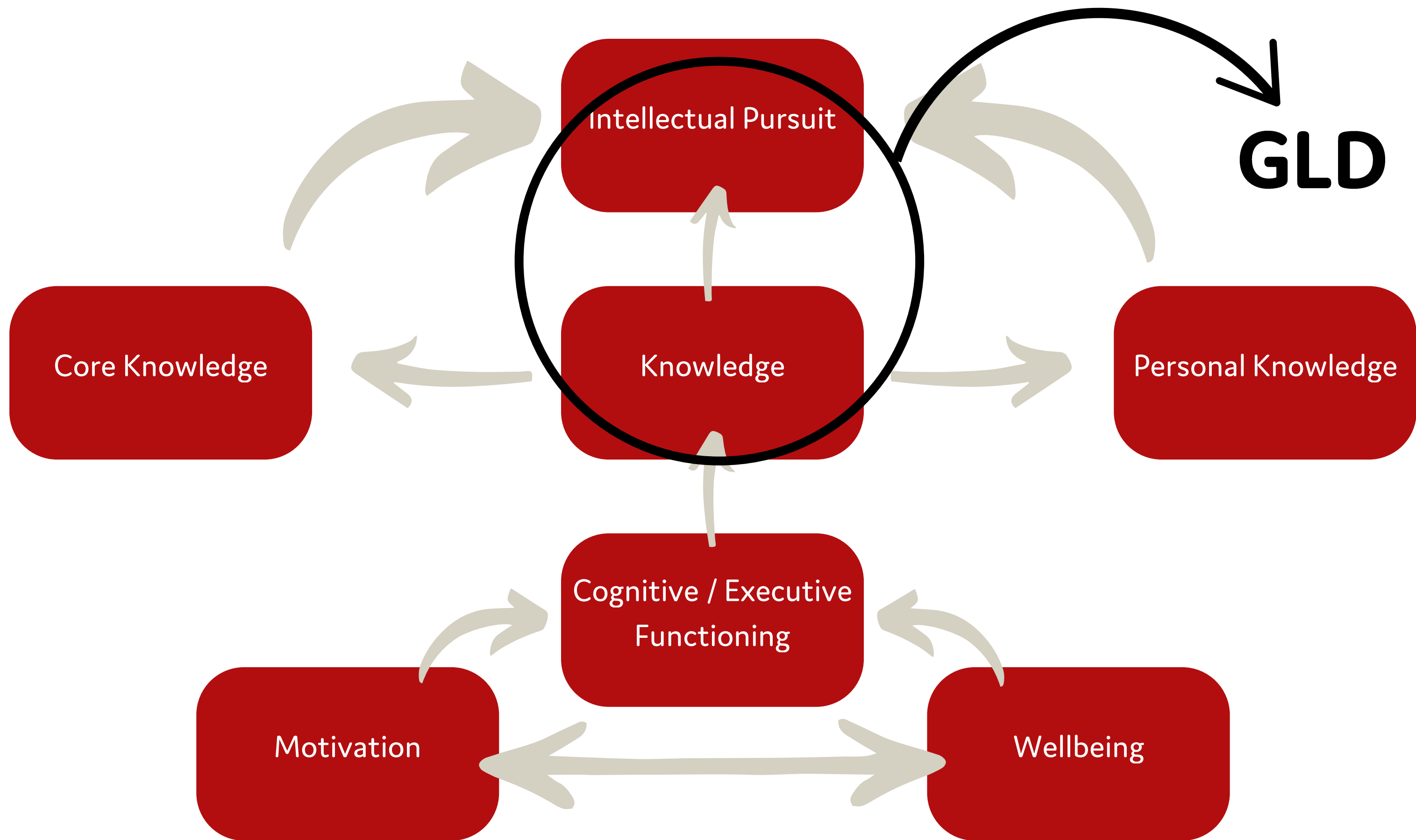
- Having a clear sense of quality and 'a successful child'.
- Identifying which children are at risk of failure to thrive/succeed and identifying the aspects of this.
- Attaining a GLD at the end of YR is underpinned by a bigger and broader range of dispositions and qualities. Secure learning behaviours are critical for ensuring success.
- Pedagogical strategies need to be reviewed to ensure that children at risk of failure to thrive are specifically (and individually) targeted and receive fine-tuned support.
- Each child's development and progress (in all aspects) is carefully monitored to ensure that progress takes place.



Maslow's Hierarchy of Needs



hey!



hey!





The EEF Guide to the Early Years Pupil Premium



1. Introducing the balanced approach



Consider how a balanced approach to EYPP spending could form the basis of your strategy to improve outcomes for socio-economically disadvantaged children in your setting.



Introducing the balanced approach



2. Develop quality practice



Explore how you could use professional development to develop the quality of early education and care. High-quality early education and care are positive for every child, but the benefits for disadvantaged children are greater.



Develop quality practice



3. Tailor personalised support



Explore how carefully considered spending choices could deliver effective tailored support for individual children. This ensures that EYPP makes a difference to disadvantaged children's outcomes.



Tailor personalised support



4. Lead, plan and sustain



Lead your EYPP strategy through this four-step process. Make changes to practice that will stick and monitor the impact of your EYPP.



Lead, plan and sustain



Julian Grenier: The uplifted Early Years Pupil Premium – three things you need to know

Approaches which are supported by research evidence include:

- **Developing the quality of practice.** This is especially impactful for disadvantaged children, whilst also benefitting every child in the setting. For example, disadvantaged children who attend a setting which is engaged in the Maths Champions programme of professional development make an average of six months additional progress. Additionally, all children make an average of three additional months' progress in maths and language, compared to children in settings that do not receive the programme.
- **Tailoring personal support.** Some children will need additional help and teaching. For example, you might invest in a language screening tool to prioritise the children who need extra support the most. You might offer regular 1:1 or small group sessions focused on play and conversation, or interactive reading.

When we provide high-quality professional development, educators can continue to improve their skills and create rich learning experiences for every child.

<https://www.nurseryworld.co.uk/content/opinion/julian-grenier-the-uplifted-early-years-pupil-premium-three-things-you-need-to-know/>

Moving the Box (MtB) Programme

DATE	DELIVERABLE	CONTENT AND OUTCOMES.
June/July 2025	First face-to-face session	<ul style="list-style-type: none"> • Rationale and context to the programme
September 2025	Second face-to-face session	<ul style="list-style-type: none"> • Identifying specific barriers to • success for identified children • Developing strategies and approaches to • support identified children
Autumn term 2025	One-hour online networking and support sessions	<ul style="list-style-type: none"> • Networking and curated peer support to reflect on actions and impact • Assessing trajectories of • Developing Case studies and resource base for supporting identified children
Spring term 2026	Two x one-hour online networking and support sessions	
Summer term 2026	One-hour online networking and support sessions	
June 2026	A face-to-face celebration and evaluation event	<ul style="list-style-type: none"> • Review of programme, impact and outcomes

coram | hempalls's
delivering change together

Moving the Box

Jan Dubiel with
James Hempalls

20 March 2025



Thank you

hey@coramhempalls.org.uk