

# Supplementary information for the Early Years Funding consultation September 2025

## Role of the Early Years Quality Improvement Team

The Early Years Quality Improvement Team provides support, advice, guidance and training to all Lancashire settings who care and educate children from 0-6 years of age (and up to 11 years in out of school clubs). This might be a childminder, a private, voluntary or independent nursery, a maintained nursery or reception class, a maintained nursery school or out of school club. The fundamental aim of the team is to support all settings to improve outcomes for the children that they cater for, in particular, children who may be facing a disadvantage that could hamper their learning journey.

To fulfil the statutory duty under Section 13 of the Childcare Act 2006, The Education Improvement Service carry out an annual conversation visit with each setting. These visits are the primary mechanism for supporting quality improvement and ensuring compliance with legislation. They represent the majority of the team's work and are prioritised because they have the greatest impact on improved outcomes for children.

As part of this universal offer of support settings have access to weekly update information and reminders, support and guidance through our website for all aspects of learning and development along with business support, access to safeguarding support and the opportunity to buy into further training, staff meetings, enhanced consultancy and quality improvement programmes.

Currently the team also deliver a small traded service but this is only a small part of their role.

By increasing the staffing within this team, it means that the team could spend more time in settings, coaching, modelling alongside staff and providing more bespoke support than an annual compliance visit.

## Role of the Sufficiency Team

Currently the sufficiency team are responsible for the processing of funding for early years providers. They are also responsible for developing and processing the capital grants and ensuring they provide advice and support to settings to ensure they are compliant with legislation. An increase in this teams capacity would give them more opportunity to be proactive in their communications with settings around compliance and respond more quickly to issues. It means they would be able to spend more time talking to parents, ensuring appropriate sufficiency of wraparound care and early years settings across the county.

## Outcomes data

### EYFSP 2024-2025 Data headlines

- GLD 64% (National 68.3%) GAP 4.3% GLD down by 0.9% from previous year
- FSM 45.9%. Non-FSM 68.1% GAP 22.2% Gap decreased by 0.3% from previous year
- Boys 57.3%. Girls 71% GAP 13.7% Gap decreased by 1.2% from previous year
- White British 65.7% and Pakistani (largest other group) 55.7%. GAP 10% Gap increased by 1% from previous year
- SEND All 15.3% increased by 0.7% from previous year

### EYFSP Summary by group and district

| All           | 2024/25 |      |          | 2023/24 |      |          | 2022/23 |      |          |
|---------------|---------|------|----------|---------|------|----------|---------|------|----------|
| Year          | Total   | GLD  | Ave ELGs | Total   | GLD  | Ave ELGs | Total   | GLD  | Ave ELGs |
| Burnley       | 1124    | 58.1 | 12.2     | 1173    | 58.2 | 12.5     | 1101    | 57.0 | 12.2     |
| Chorley       | 1217    | 65.8 | 14.1     | 1304    | 66.9 | 14.1     | 1278    | 64.6 | 14.1     |
| Fylde         | 581     | 75.6 | 15.0     | 645     | 69.1 | 14.5     | 617     | 72.9 | 14.9     |
| Hyndburn      | 871     | 61.9 | 12.8     | 1018    | 61.7 | 13.3     | 964     | 64.6 | 13.6     |
| Lancaster     | 1308    | 65.8 | 14.0     | 1418    | 66.7 | 14.0     | 1437    | 67.1 | 14.4     |
| Pendle        | 1197    | 58.0 | 12.5     | 1140    | 61.8 | 12.8     | 1109    | 61.3 | 13.0     |
| Preston       | 1821    | 64.1 | 13.7     | 1797    | 63.2 | 13.3     | 1785    | 63.2 | 13.5     |
| Ribble Valley | 707     | 68.2 | 14.6     | 669     | 71.7 | 14.5     | 702     | 71.2 | 15.0     |
| Rosendale     | 739     | 63.1 | 13.7     | 819     | 65.2 | 14.2     | 832     | 62.9 | 13.9     |
| South Ribble  | 968     | 62.1 | 13.7     | 1082    | 65.0 | 14.0     | 1087    | 63.6 | 14.1     |
| West Lancs    | 1129    | 65.1 | 14.1     | 1199    | 65.5 | 14.1     | 1173    | 63.7 | 14.0     |
| Wyre          | 959     | 66.6 | 14.4     | 965     | 69.2 | 14.4     | 1041    | 68.4 | 14.5     |
| Lancashire    | 12673   | 64.0 | 13.7     | 13229   | 64.9 | 13.7     | 13126   | 64.5 | 13.9     |
| England       |         |      |          | 608217  | 67.7 | 14.1     | 618891  | 67.2 | 14.1     |

## EYFSP Summary by Early Learning Goal (ELG)

| Authority  | Year    | ELG01 | ELG02 | ELG03 | ELG04 | ELG05 | ELG06 | ELG07 | ELG08 | ELG09 |
|------------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Lancashire | 2024/25 | 79.1  | 80.3  | 82.7  | 84.7  | 86.5  | 88.0  | 83.0  | 78.2  | 73.2  |

| ELG10 | ELG11 | ELG12 | ELG13 | ELG14 | ELG15 | ELG16 | ELG17 |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 68.0  | 76.1  | 75.7  | 79.9  | 79.4  | 83.1  | 84.1  | 84.5  |

## Ambitions

The Best Start in Life Strategy from the DFE has provided Lancashire with the target for:

- 73.8% of all children to achieve the GLD by 2028
- 56.2% of children eligible for FSMs to achieve the GLD by 2028

If we are to achieve this we need to consider how we make strategic change across the county.

## Impact

### Inspection outcomes

|                               | % good or outstanding in Lancashire | % good or outstanding in England |
|-------------------------------|-------------------------------------|----------------------------------|
| PVI settings and Childminders | 98.47%                              | 98%                              |
| Maintained Nursery Provision  | 93.59%                              | 91%                              |

We are proud to work alongside all of our early years providers across the county to achieve these higher than national standards for our youngest learners.

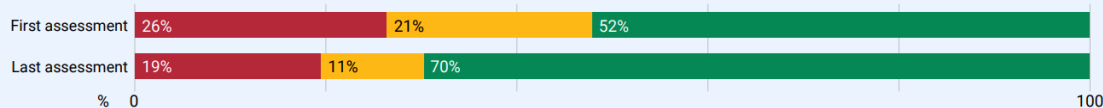
Unfortunately these positive standards are not reflected consistently within our end of Reception class EYFSP outcome data results as shown above.

We know that where we have focused our attentions, together, we have seen great results. For example the impact of the introduction of universal access to the WELLCOMM Communication and Language screening tools for PVI nurseries is making a big difference.

## WELLCOMM Summary Data July 2025

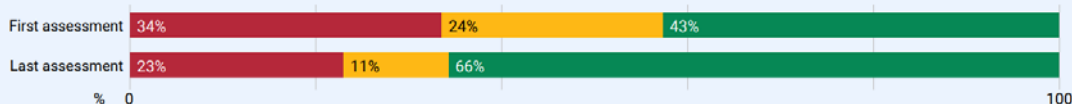
From the settings who have inputted their data onto the Reporting Tool there has been an increase from 52% of those children being age appropriate with speech and language skills to 70% now being age appropriate.

### Bar Chart Analysis by All Children

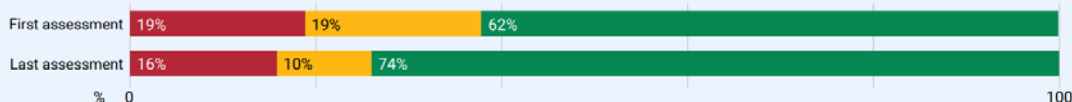


The same children by gender shows that more girls are now achieving age-appropriate speech and language -74% in those that did both screenings. Boys are showing a greater percentage improvement from 43% to 66% scoring green.

### Bar Chart Analysis by Boys



### Bar Chart Analysis by Girls



Greater funding would allow us to embed this across the sector and improve speech and language skills across the county.

## Qualitative Impact

We know that the support, advice, publications, guidance and training that we have provided around:

- Communication and Language, through our universal drive to improve staff knowledge and skills using the roadmap and toolkit, alongside our 'Walk and Talk' campaign
- Personal, social and emotional development, through our universal drive to improve staff knowledge and skills using the roadmap and BEHAVE toolkit

is really supporting settings to make a difference. We can see this through our professional dialogues with staff and through practice and provision seen on our visits to settings.

The evidence below is the impact of the wider Red Rose phonics and maths work in schools but demonstrates the quality of these resources and the impact they have on settings.

## Red Rose Phonics Programme

83 of the Primary Schools that we have worked with over a sustained period of time can demonstrate a 3-year trend of improvement of standards. Within these there are some considerable successes. For example:

School A –

Context:

|               |                    |      |         |
|---------------|--------------------|------|---------|
| Disadvantaged | Non-Disadvantaged: | EAL  | Non EAL |
| 48.5%         | 51.5%              | 1.5% | 98.5%   |

| Number of children: | % achieving the Screening Check | Number of children: | % achieving the Screening Check | Number of children: | % achieving the Screening Check |
|---------------------|---------------------------------|---------------------|---------------------------------|---------------------|---------------------------------|
| 45                  | 48.9                            | 39                  | 64.1                            | 33                  | 72.7                            |

School B –

Context:

|               |                    |     |         |
|---------------|--------------------|-----|---------|
| Disadvantaged | Non-Disadvantaged: | EAL | Non EAL |
| 10.2          | 89.8               | 1.6 | 98.4    |

| Number of children: | % achieving the Screening Check | Number of children: | % achieving the Screening Check | Number of children: | % achieving the Screening Check |
|---------------------|---------------------------------|---------------------|---------------------------------|---------------------|---------------------------------|
| 45                  | 84.4                            | 43                  | 76.7                            | 40                  | 100.0                           |

School C – Context:

|               |                    |      |         |
|---------------|--------------------|------|---------|
| Disadvantaged | Non-Disadvantaged: | EAL  | Non EAL |
| 31.9          | 68.1               | 16.5 | 83.5    |

| Number of children: | % achieving the Screening Check | Number of children: | % achieving the Screening Check | Number of children: | % achieving the Screening Check |
|---------------------|---------------------------------|---------------------|---------------------------------|---------------------|---------------------------------|
| 47                  | 57.4                            | 52                  | 61.5                            | 54                  | 77.8                            |

In addition to our RedRose Phonics programme, from an English perspective, we have our TALK Programmes that run across all years. This now includes a TALK programme for Nursery and Reception. In all cases these focus on English as a whole subject in each year group.

### **RedRose Mastery Maths**

As with RedRose Phonics, the greatest impact can be seen where a school has utilised the scheme for a sustained period of time. For example, schools who have been using Red Rose for 5 or more years. In these cases, their average proportion of children achieving expected is 76.48% and when you take out schools that have begun to receive additional support from the LA within that group the percentage increases to 80.1%.

Other schools that are being worked with are at different parts of their improvement journey and already beginning to demonstrate the impact of the work. Four such examples are:

|          | Dis % | EAL % | Achieved Exp KS2 |
|----------|-------|-------|------------------|
| School D | 20.5  | 74.9  | 89.7%            |
| School C | 15.6  | 3.8   | 83.9%            |
| School B | 23.1  | 68.1  | 94.5%            |
| School A | 13.8  | 72.6  | 81.7%            |

School A - 81.7% Achieved AS+ for 2025 KS2

School B - 94.5%

School C - 83.9%

School D - 89.7%

## Benefits

We know that when we work together on shared goals and really focus our attention on our shared targets to close gaps in learning in works.

In order to aid improvements in outcomes for our children in Lancashire in other key areas of learning and development, we would like to offer universal access to further programmes of support, that we know are making a big difference within the settings who are using them.

We want to:

- Make sure the WELLCOMM tool is available across all sectors
- Provide training, materials and consultancy support to further strengthen the key area of Communication and Language through the Red Rose Phonics programme. This is response to ELG 9 Early Reading and ELG 10 Early writing being our lowest outcomes as a county.
- Provide training, materials and consultancy support to further strengthen outcomes for mathematics, which contributes to the governments good level of development measure through the Red Rose Mathematics Programme. This is in response to ELG 11 Number and ELG 12 numerical patterns being our next weakest outcomes as a county.
- Provide targeted support to close the gaps for typically vulnerable groups, in particular to provide additional consultancy support to develop ordinarily available provision across the county. This is in response to our lower than average outcomes for certain groups.

We want every child in Lancashire to aspire, achieve and shine.

