*Child Poverty*

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* Wales Centre for Equity in Education
* Poverty in Wales
* Impact of Poverty
* Welsh Government Commitment and Initiatives
* Flying Start
* Childcare as an intervention
* Moving Forward
31% of children in Wales live in a poor household

*Child Poverty in Wales*
WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD) 2014

THE OFFICIAL MEASURE OF DEPRIVATION FOR SMALL AREAS IN WALES

BY LOWER LEVEL SUPER OUTPUT AREAS

RANK
1 - 181
182 - 362
363 - 573
574 - 956
956 - 1909

LOCAL AUTHORITY

10% MOST DEPRIVED
10-20% MOST DEPRIVED
20-30% MOST DEPRIVED
30-50% MOST DEPRIVED
50% LEAST DEPRIVED

1909 LOWER SUPER OUTPUT AREAS IN WALES
with an AVERAGE POPULATION OF 1600 PEOPLE

MORE IMPORTANT

INCOME
EMPLOYMENT
HEALTH
EDUCATION
ACCESS TO SERVICES
COMMUNITY SAFETY
PHYSICAL ENVIRONMENT
HOUSING

WIMD OVERALL RANK

1 MOST DEPRIVED AREA
WIMD RANKS
LEAST DEPRIVED AREA 1909

www.wales.gov.uk/wimd
Children at Key Stage 2 in Wales not meeting minimum threshold of Level 4 in English/Welsh, Maths and Science

Source: Academic Achievement and Entitlement to Free School Meals, Welsh Government

Proportion not meeting threshold

- Eligible for free school meals
- Not eligible for free school meals

Age 11
Proportion of children in Wales not meeting the expected threshold

Source: Academic Achievement and Entitlement to Free School meals, Welsh Government

- Eligible for free school meals
- Not eligible for free school meals

Age 16
By 2021 the number of **people in absolute poverty** is set to decrease but the number of **children in absolute poverty** is set to rise

- **Working age adults with no children**
  - 2014 - 2015: 3.3 million
  - 2020 - 2021: 2.8 million

- **Children**
  - 2014 - 2015: 2.2 million
  - 2020 - 2021: 2.6 million

- **Pensioners**
  - 2014 - 2015: 1.8 million
  - 2020 - 2021: 1.3 million

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*IFS, Living Standards, Poverty and Inequality in the UK, 2015–16 to 2020–21*
Look at your scenario as a group
What impact could the situation have on the child?
What aspects of their life could it affect?
Place your ideas on the flip chart paper
Activity Feedback
Socio-Economic Status & Cognitive Development

* Rough and Tumble Play
* Role play/symbolic play
* Creative play
* Exploratory play
* Solitary/Parallel/Co-operative Play
* Social and emotional development -
* Cognitive Development -
* Language Development -
* Physical Development -

* Development
*Equality*

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
*Equality v Equity*
*Same chance for everyone?

Fair doesn’t mean giving every child the same thing, it means giving every child what they need.

- Rick Lavoie
Current WG Policy and Direction

- Child Poverty Strategy

- Building a Brighter Future
- Tackling Poverty Plan
- Ten Years Workforce Development Plan
- Wellbeing of Future generations Act
Ecological Theory

Child
School
Childcare
Home
Family
Extended Family
Neighbourhood
Work
Culture and social class
Laws
Ideology
*Key messages from EPPE/EPSE
* [http://www.ioe.ac.uk/research/153.html](http://www.ioe.ac.uk/research/153.html)

*There is an enduring effect of pre-school. Attendance, quality and duration at pre-school all show long term effects on students’ academic outcomes*

*The quality of pre-school predicted both total GCSE scores and English and maths grades. High quality was also linked to better self-regulation, pro-social behaviour and lower levels of hyperactivity. The quality of pre-school was especially important for children whose parents had low qualifications.*

**Early Intervention is Key**
Findings from REPEY

The quality of adult-child verbal interactions. More ‘sustained shared thinking’ was observed in settings where children made the most progress.

‘Sustained shared thinking’ occurs when two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend the understanding. It was more likely to occur when children were interacting 1:1 with an adult or with a single peer partner and during focused group work.

In addition to sustained shared thinking, staff engaged in open-ended questioning in the settings where children made the most progress and provided formative feedback to children during activities. Adult ‘modelling’ skills or appropriate behaviour was often combined with sustained periods of shared thinking; open-ended questioning and modelling were also associated with better cognitive achievement.

RECOMMENDATION: Encourage episodes of ‘sustained shared thinking’ with the children

http://eppe.ioe.ac.uk/eppe/eppepdfs/RBTC1223sept0412.pdf
* Health Visiting
* Parenting
* Early Language Development Team
* Childcare

*Flying Start*
*Early Language Development Team*
Play, Learn and Grow... Together!
How can Childcare help make a difference?
* Work in groups
* Each child lives in a Flying Start and Communities First area
* Identify ways you may be able to support these families
* Think of services you could refer the families and children to for further support
* Who would you speak to about them

* How could we help our scenarios?
Feedback Scenarios
Any Questions?
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