



* Child Poverty

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* Welcome

- * Poverty in Wales
- * Impact of Poverty
- * Welsh Government Commitment and Initiatives
- * Flying Start
- * Childcare as an intervention
- * Moving Forward

* Aims

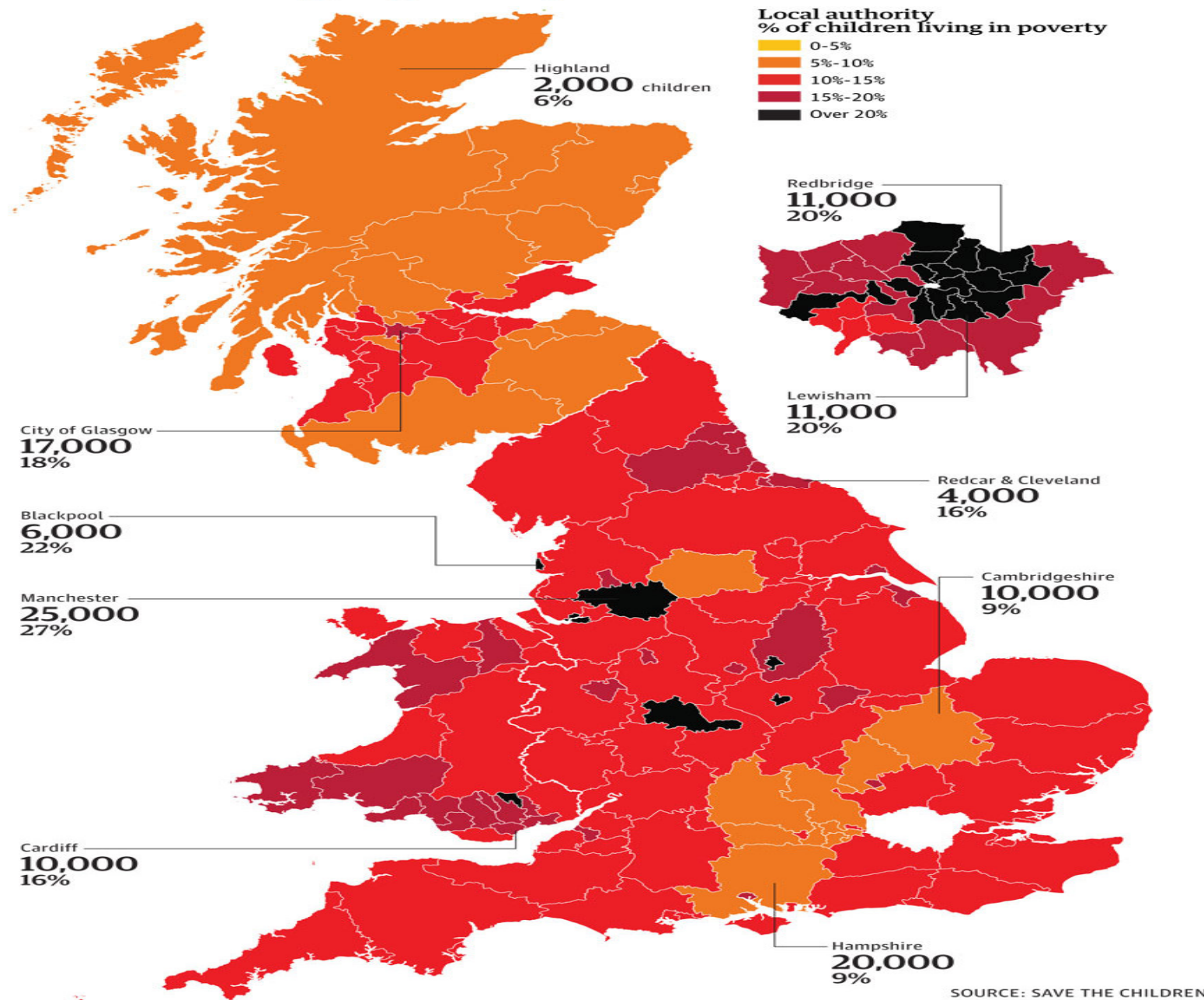


31%

**of children in
Wales live in a
poor household**

*** Child Poverty in
Wales**

Children living in poverty








SOURCE: SAVE THE CHILDREN

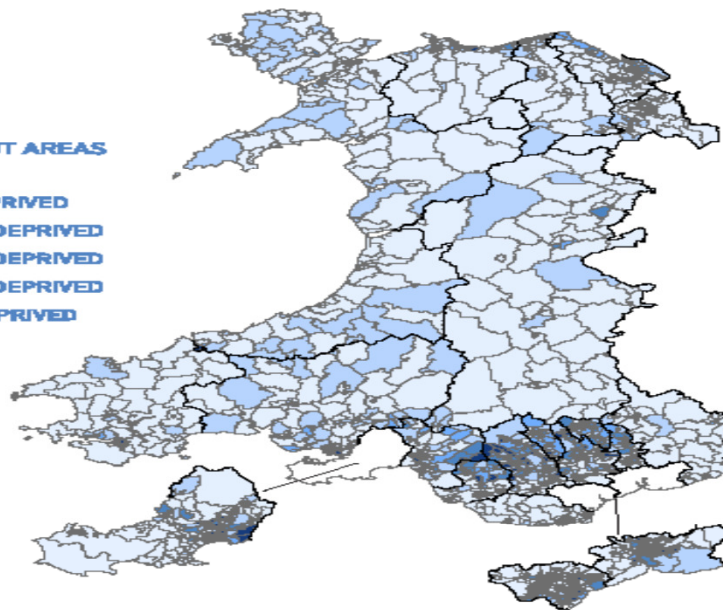


WELSH INDEX OF MULTIPLE DEPRIVATION (WIMD) 2014

THE OFFICIAL MEASURE OF DEPRIVATION FOR SMALL AREAS IN WALES

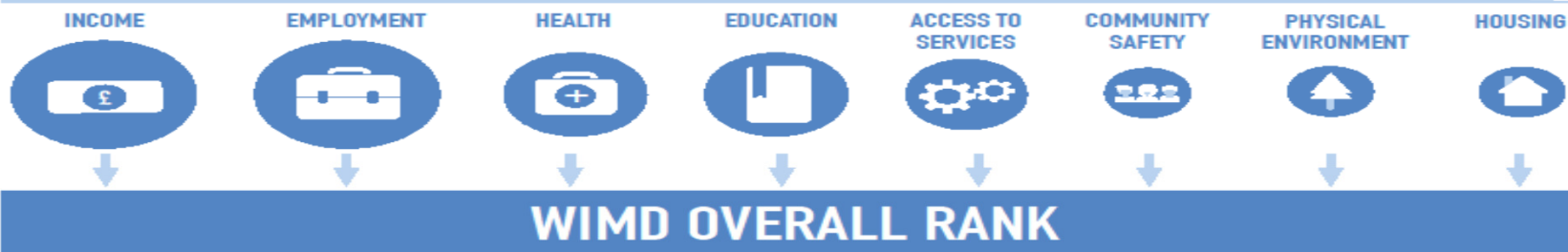
BY LOWER LEVEL SUPER OUTPUT AREAS

RANK		
1 - 181		10% MOST DEPRIVED
182 - 362		10-20% MOST DEPRIVED
363 - 573		20-30% MOST DEPRIVED
574 - 955		30-50% MOST DEPRIVED
956 - 1909		50% LEAST DEPRIVED
LOCAL AUTHORITY		



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

MORE IMPORTANT



1 MOST DEPRIVED AREA

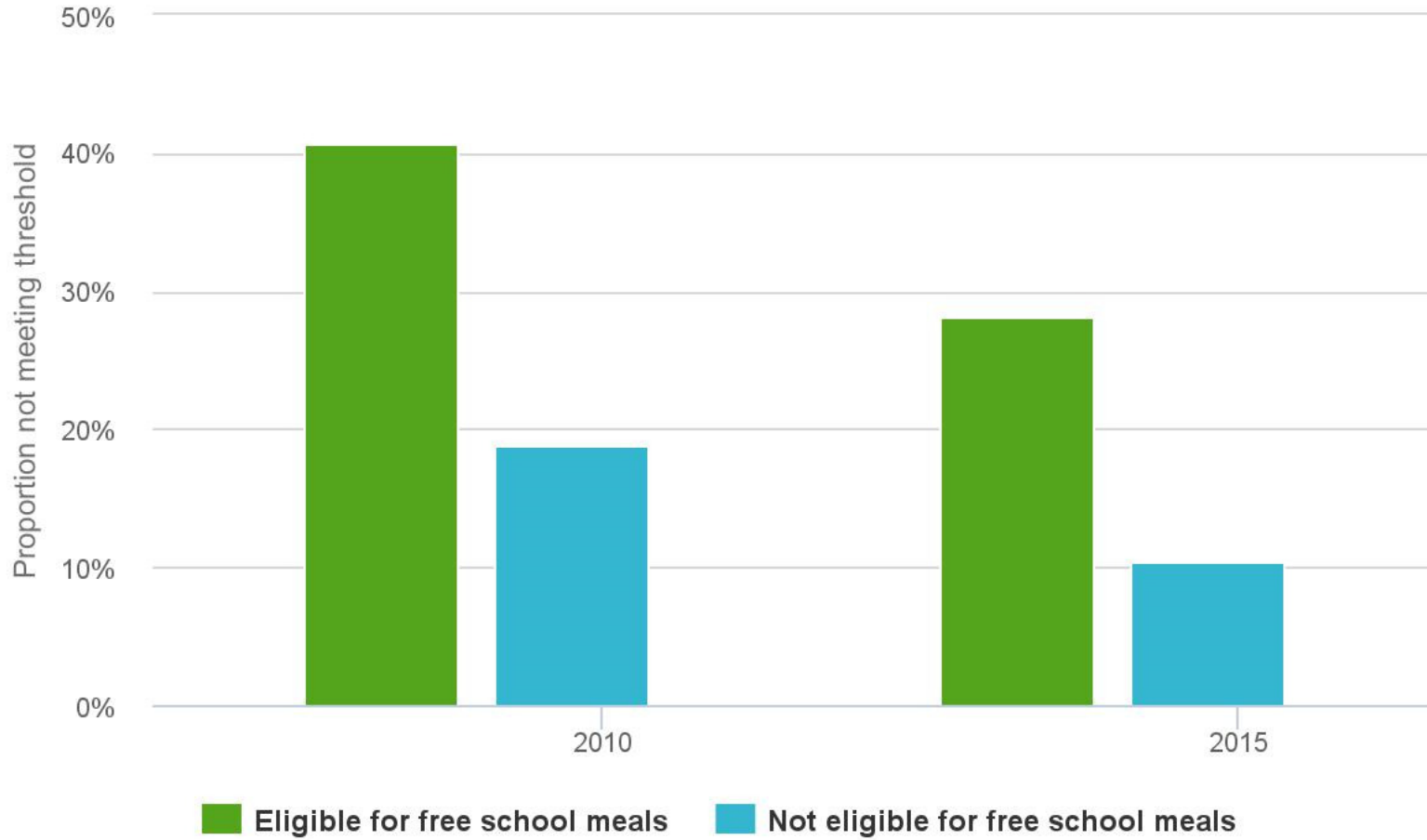
WIMD RANKS

LEAST DEPRIVED AREA

1909

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*

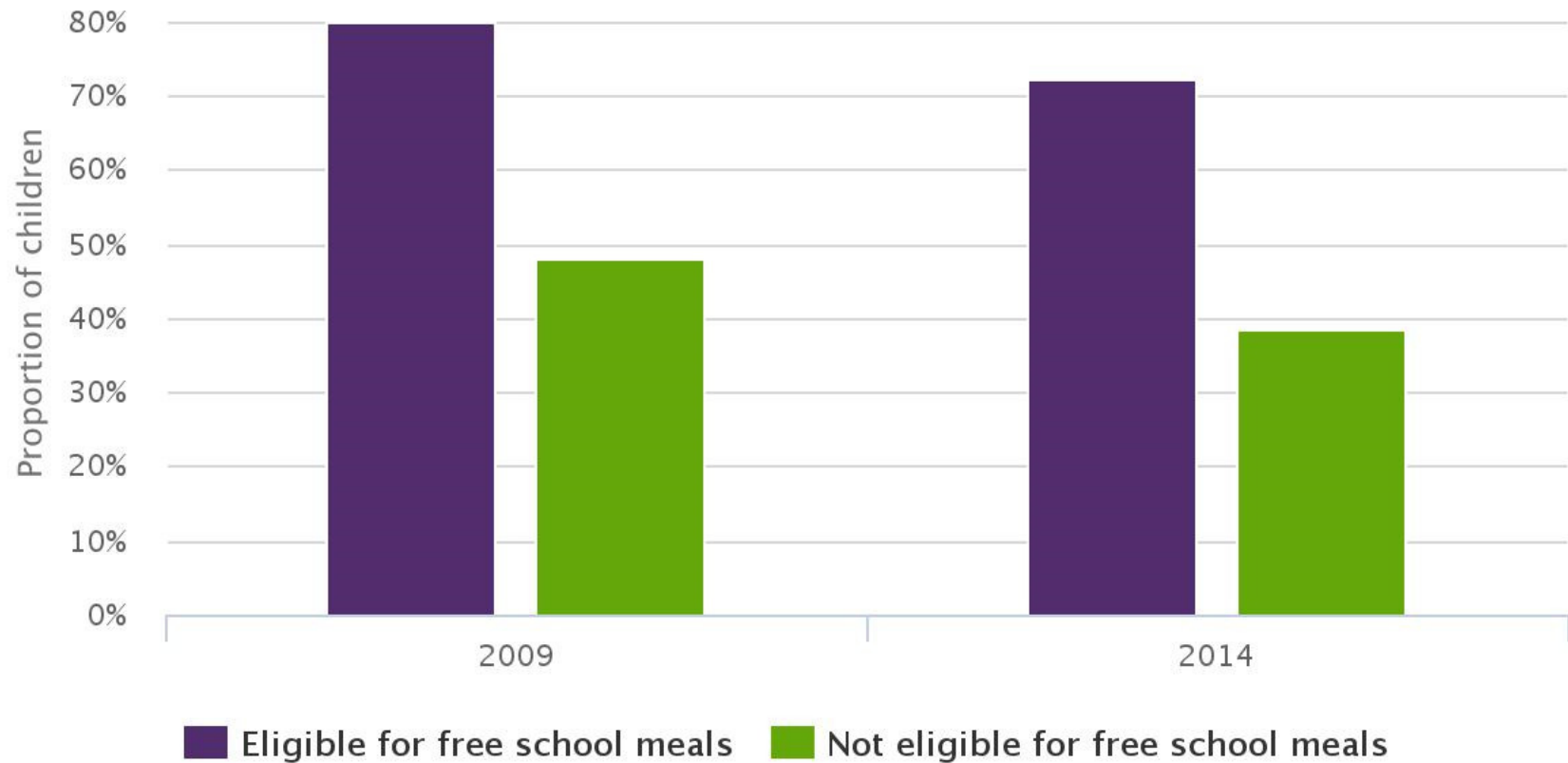


[Download Data](#)

* Age 11

Proportion of children in Wales not meeting the expected threshold

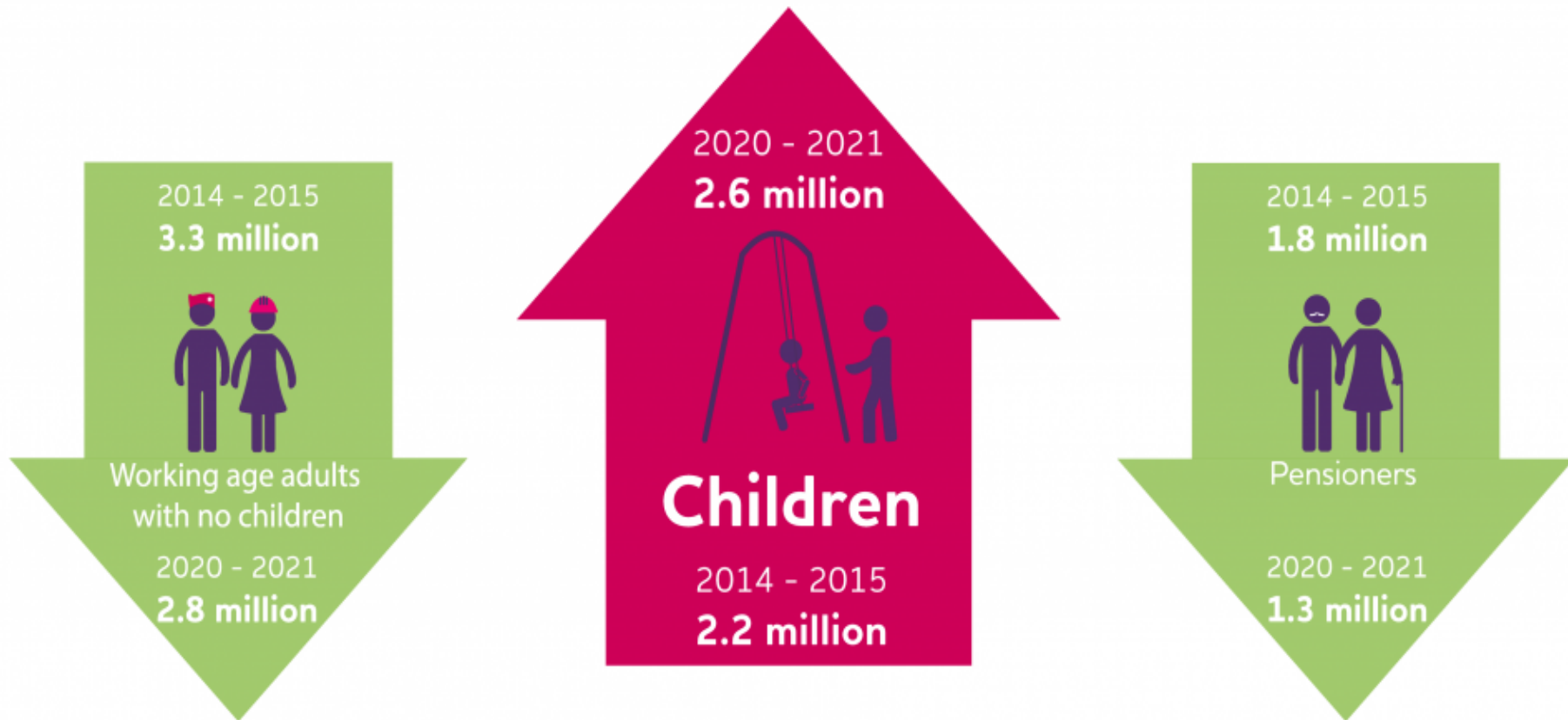
Source: *Academic Achievement and Entitlement to Free School meals, Welsh Government*



Highcharts.com

* 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



Look at your scenario as a group

What impact could the situation have on the child?

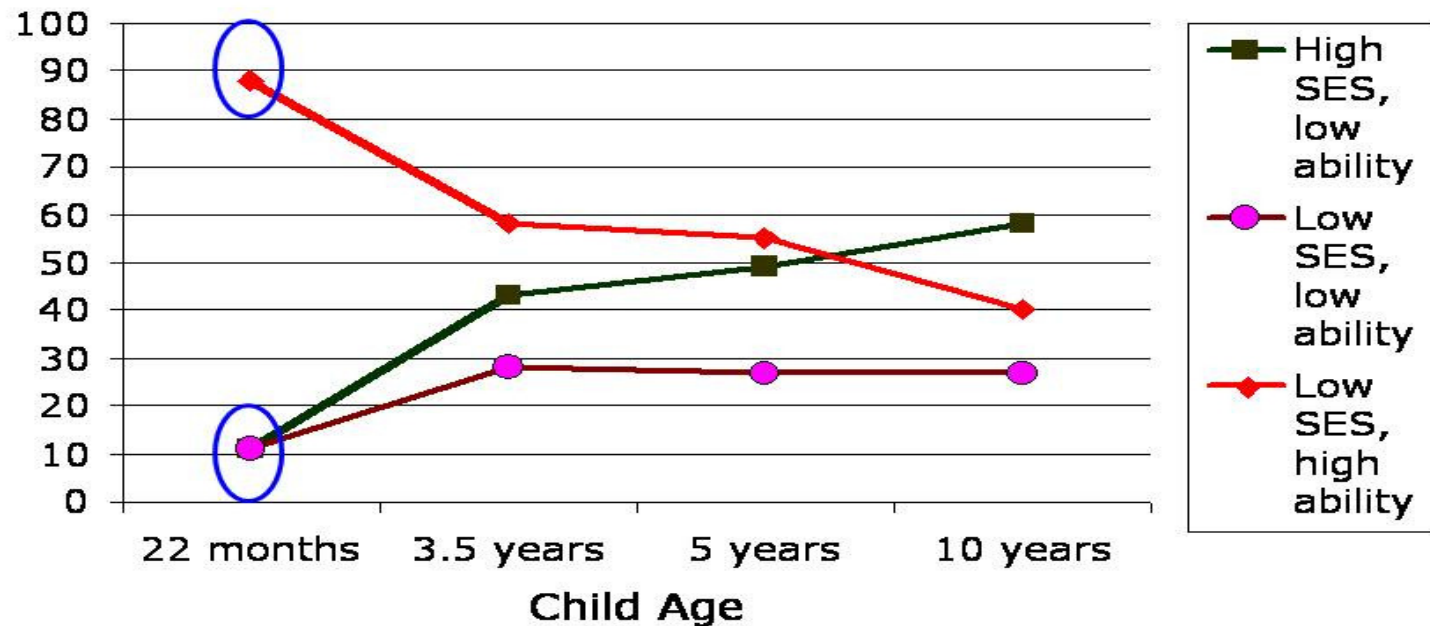
What aspects of their life could it affect?

Place your ideas on the flip chart paper

*Group Activity

* Activity Feedback

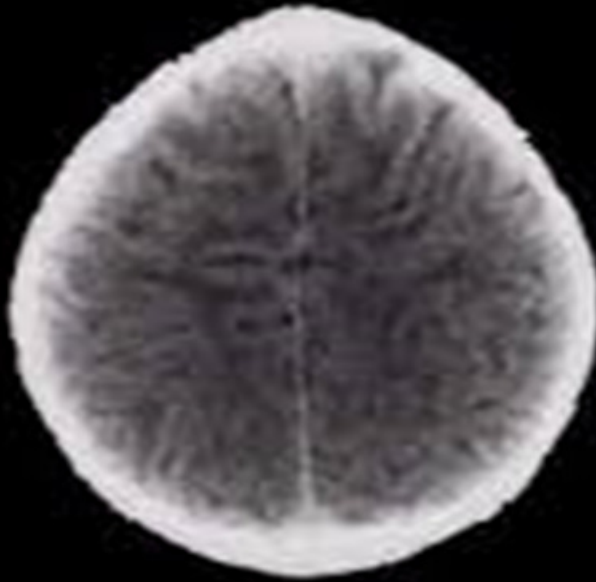
Socio-Economic Status & Cognitive Development



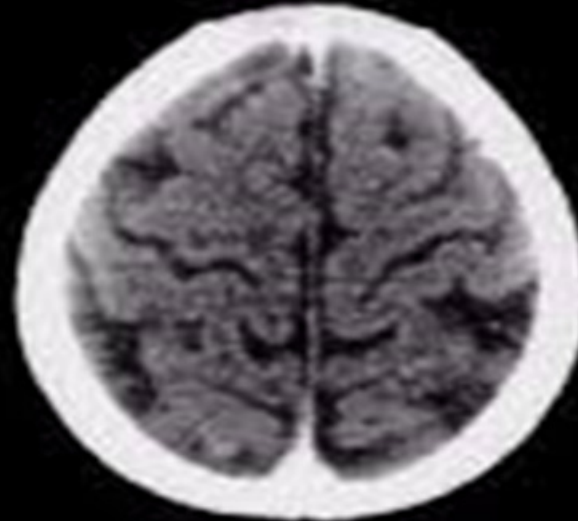
Feinstein, L. (2003) Inequality in the early cognitive development of British children in the 1970 cohort. *Economica* 70, 73-97

Impact of Poverty

3 Year Old Children



Normal



Extreme Neglect

*Perry & Pollard

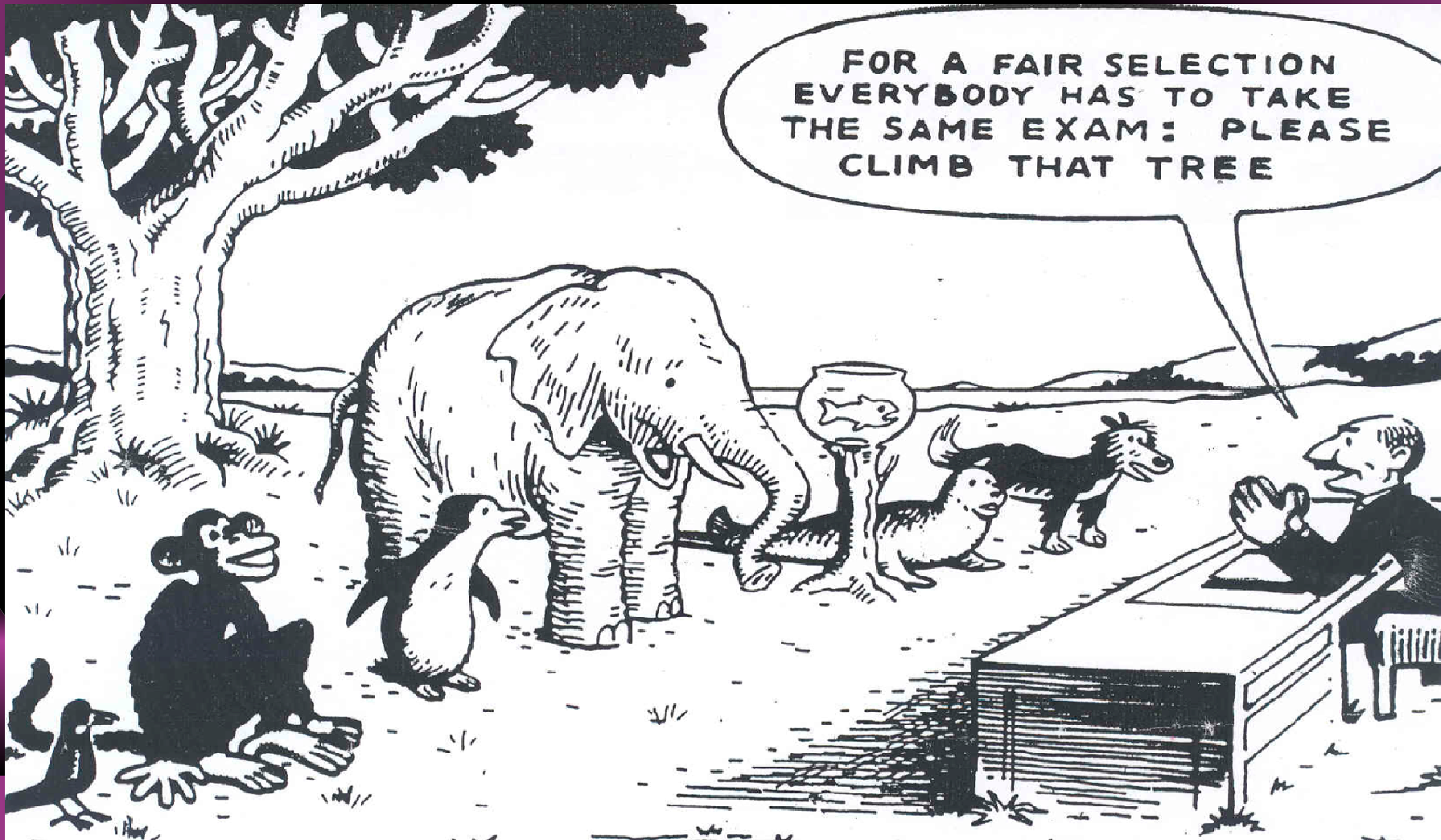
- * Rough and Tumble Play
- * Role play/symbolic play
- * Creative play
- * Exploratory play
- * Solitary/Parallel/Co-operative Play

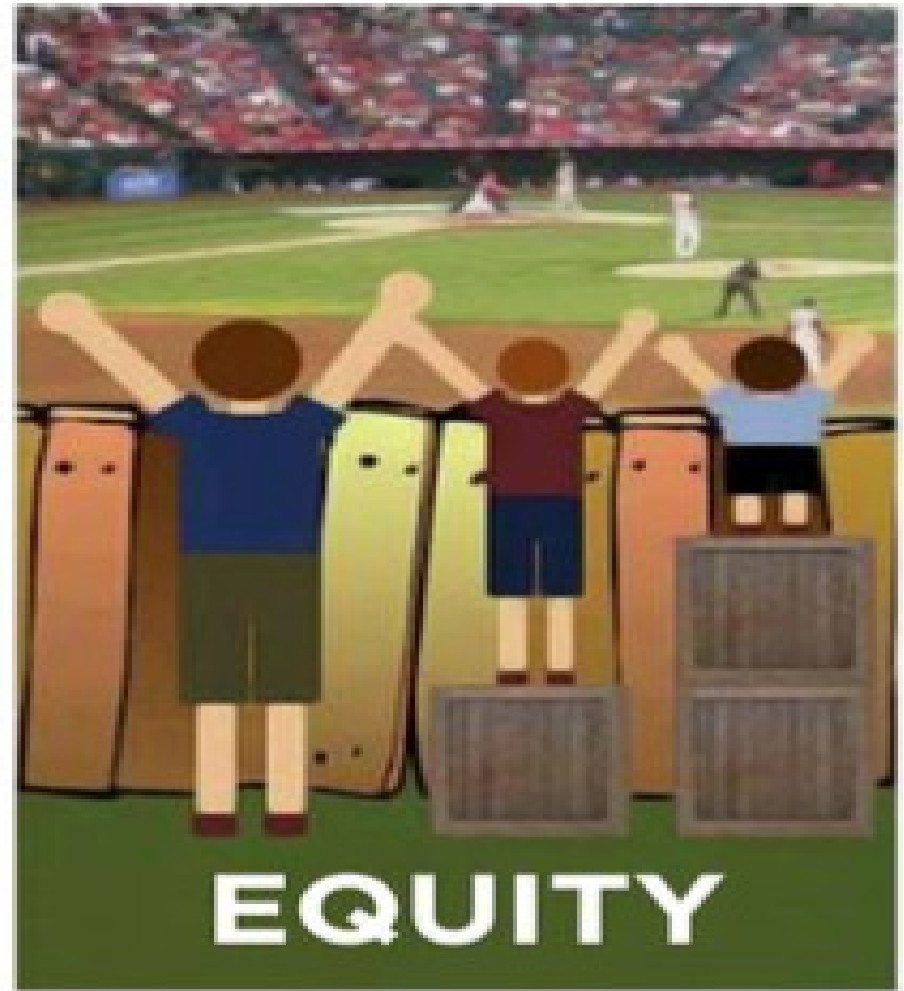
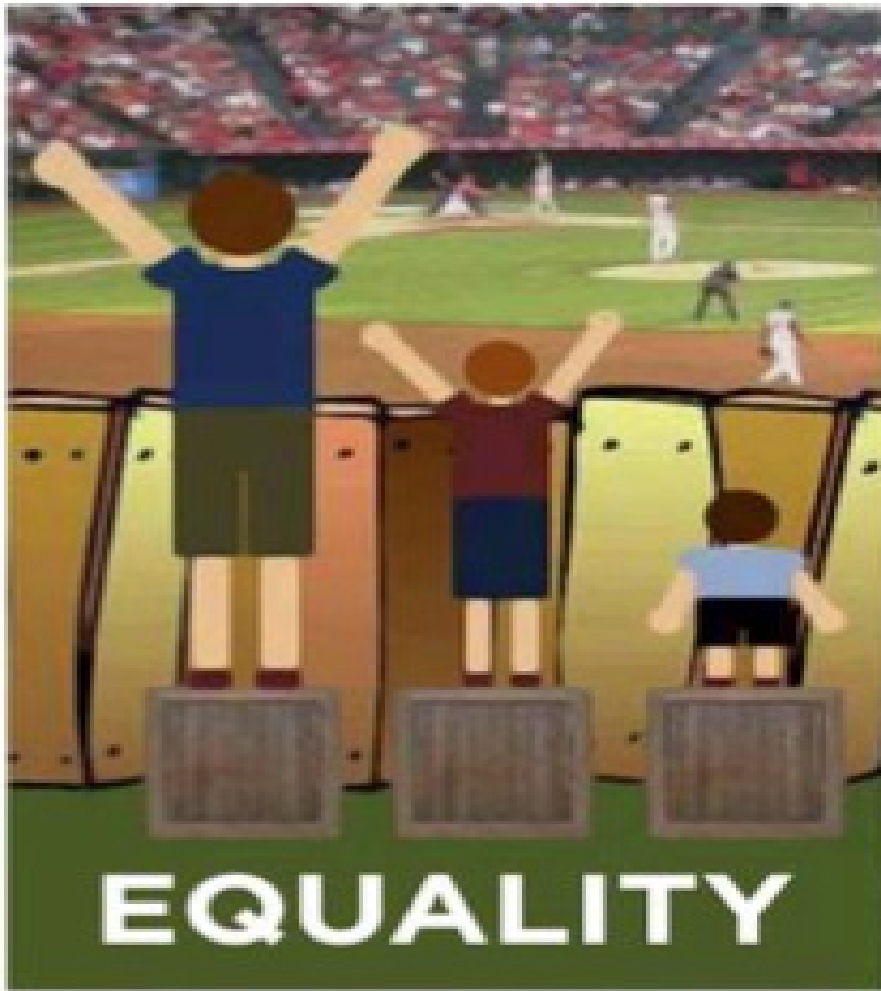
* Play Skills

- * Social and emotional development -
- * Cognitive Development -
- * Language Development -
- * Physical Development -

* **Development**

*Equality





*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

- * <http://gov.wales/docs/dsjlg/publications/150327-child-poverty-strategy-walesv2-en.pdf>

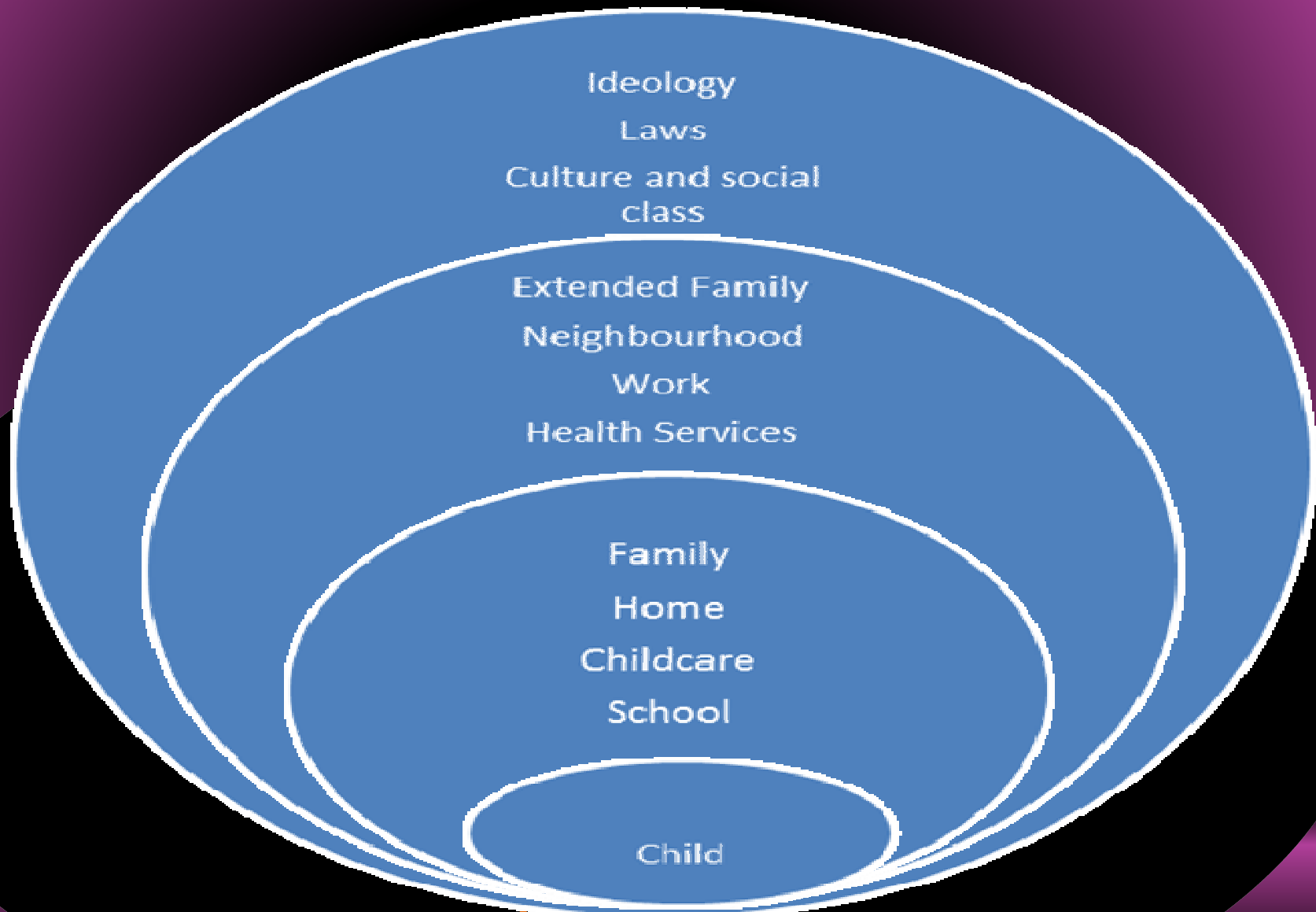
- * <http://gov.wales/docs/dsjlg/publications/cyp/150327-child-poverty-strategy-children-summary-v1-en.pdf>

- * Building a Brighter Future

- * Tackling Poverty Plan

- * Ten Years Workforce Development Plan

- * Wellbeing of Future generations Act



* Ecological Theory

* Key messages from EPPE/EPSE

* <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 focussed 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://epee.ioe.ac.uk/epee/epepdfs/RBTec1223sept0412.pdf>

- * Health Visiting
- * Parenting
- * Early Language Development Team
- * Childcare



* Flying Start



*Health Visiting



Parenting



* Early Language
Development Team



* Childcare

* 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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