

**PLAY AND FAMILY PLAY**

**REPORT CARD**

**2015/2016**

# RBA Report Card – Play Development Team – 2015/16

## SIP Priority: Support opportunities for the building of safe, resilient, economically viable and sustainable communities

Action: Delivering on the action plan for our Play Strategy to improve children and young people’s opportunities to play.

Contributing to:

**SIP Outcome 1:** Children and young people are physically and emotionally healthy.

**SIP Outcome 5:** People in Neath Port Talbot fulfil their learning potential

### Baseline:

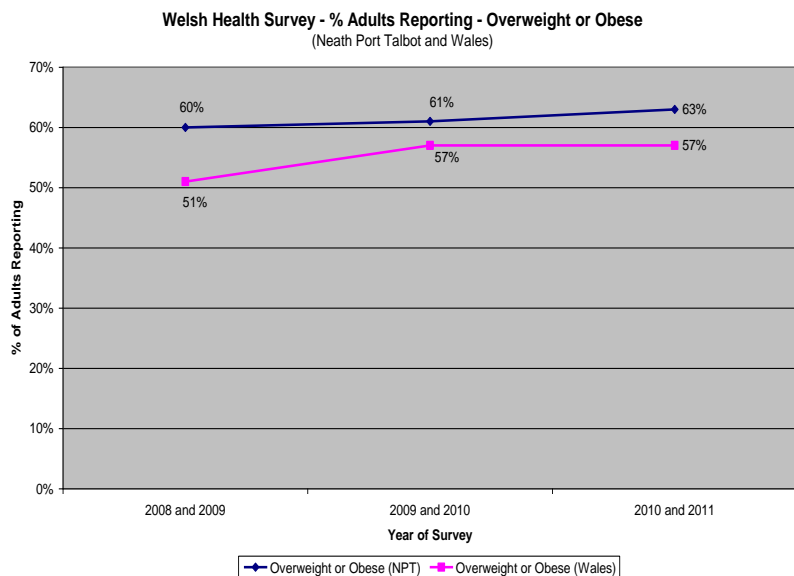
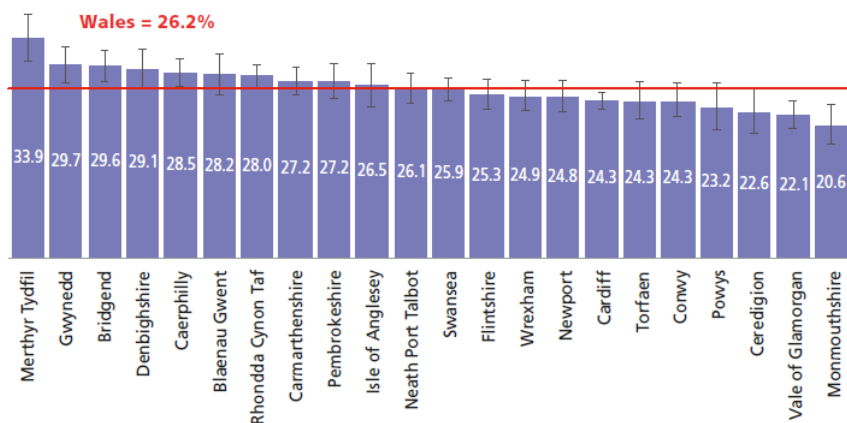
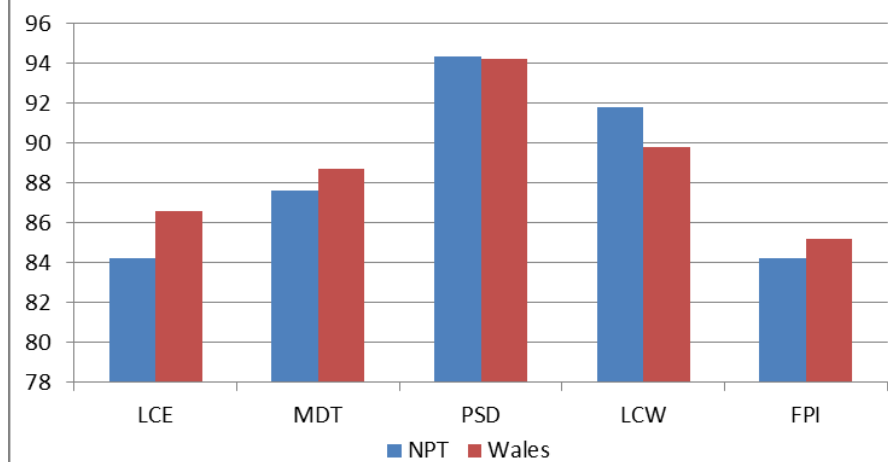


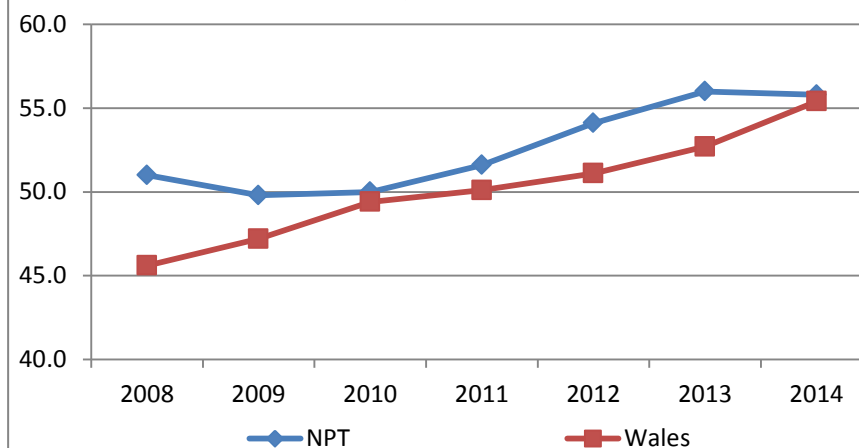
Figure 7 Proportion of children aged 4 to 5 years who are overweight or obese, Wales and local authorities, Child Measurement Programme for Wales, 2012/13



### % Achieving Outcome 5 at Foundation Phase 2014



### % Achieving L2 (incl E/W&M)



### Story behind the baselines:

- 26.2% of children measured as part of the Public Health Wales Child Measurement Programme 2012/13 were either overweight or obese. This figure is 26.1% for NPT.
  - Children who are overweight or obese are highly likely to remain so into adulthood and likelihood increases with the severity of obesity.
  - Welsh Health Survey 2013 found that only 35% children reported that they undertook the recommended 60 minutes of physical every day.
  - Welsh Government statutory duty for local authorities to assess for and secure sufficiency of play opportunities for children aged 0-17 years, under the Children & Families (Wales) Measure
  - Local authority budget cuts and the end of a four year lottery funded play project will see a significant reduction in the level of supervised, open access play available to children and young people in NPT from 2015-16 onwards.
- During 2011/12 Foundation Phase (FP) was introduced into schools and local authority funded nurseries. Foundation Phase combines what we currently call Early Years Education (for 3-5 year olds) and Key Stage (KS)1 (5-7 year olds) of the National Curriculum, to bring more consistency and continuity to the education of pupils.
  - Foundation Phase performance in 2014 was below the Wales average with Language, Literacy & Communication (English) and Mathematic Development down 2.4% and 1.1% resp.
  - KS2 performance in 2014 improved significantly with the CSI up 2.1% to 84.1%.
  - KS3 CSI Performance remained the same as in 2013 (73.1%) whilst the national average went up 4%. This resulted in NPT being ranked 22<sup>nd</sup> in Wales.
  - In KS4 external examinations NPT are consistently among the top performers and were ranked 1<sup>st</sup> in Wales in the L2 Threshold indicator (5 A\*-C) and 9<sup>th</sup> in L2 (incl E/W&M).
  - At Foundation Phase Maths is stronger than English by 3.4%. This gap narrows at KS2 with Maths being 0.6% above English. At KS3, English was 0.7% stronger than Maths after improvements of 1.5% and 0.6% resp.
  - When benchmarked with schools of similar free school meals in 2014, NPT had 46% in quartiles 1 & 2 at FP (FPI), 40% at KS2 (CSI), and only 18% at KS3 (CSI). This increased to 73% at KS4 (L2+) where NPT perform far better.

What works:	
<ul style="list-style-type: none"> <li>Walking and playing away from the home can contribute significantly to children's health through physical activity.</li> <li>Parents can influence their children's activity levels – if they understand the importance of physical activity and are involved with their children in physical activity this can encourage them to be more active and enhance parent-child communication.</li> <li>Active play is the most common type of physical activity that children take part in outside school and outdoors, and unstructured play may be on the best forms of physical activity for children.</li> <li>Play may provide a way of coping with anxiety rather than adopting avoidance strategies which give little opportunity to process difficult thoughts, emotions and experiences'. Parents must be supported to ensure that they allow their children access to the type of play experiences that promote the development of these coping mechanisms.</li> <li>Children's play provides a primary behaviour for developing resilience, thereby making a significant contribution to children's well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Family relationships and communication, which can be strengthened through play, may help parents to be involved/actively interested in their children's learning and achievements throughout their school life.</li> <li>The provision of varying and challenging play experiences throughout childhood may help children better engage during school hours and, therefore, reduce the likelihood of them leaving education early. Play provides opportunities for children benefit from informal learning of skills, problem solving and increased confidence, providing mechanisms that can be used during their education.</li> <li>Play is central to emotion regulation and children's ability to manage their own behaviour and emotions. Deficits in emotion regulation have been associated with common emotional and behavioural difficulties, including poor adjustment to school, poor peer relations and social competence, and depression.</li> <li>Play makes a significant contribution to developing resilience across a number of interrelated adaptive systems: emotion regulation; pleasure and enjoyment; stress response systems; creativity; learning; attachment to people and places.</li> </ul>

Partners	
<ul style="list-style-type: none"> <li>Early Years Team</li> <li>Family Information Service</li> <li>Schools</li> <li>Community Councils</li> <li>Parks</li> <li>Communities First</li> </ul>	Referring agencies: <ul style="list-style-type: none"> <li>Health Visitors</li> <li>Social Services</li> <li>Barnardos</li> <li>Action for Children</li> <li>Team Around the Family</li> <li>Flying Start</li> </ul>

Performance Measures:	
How Much Did We Do?	How Well Did We Do It?
<u>1:1 Family Play:</u> <ul style="list-style-type: none"> <li>The number of Children, Young People and Families that received a service during the financial year.</li> <li>The number of Family Play Sessions held, which took a minimum of 60 minutes to a maximum of 90 minutes</li> </ul>	<ul style="list-style-type: none"> <li>% of Children, Young People and Families received service during the financial year (to a maximum of 100 Children/Young People/Families)</li> <li>% Family Play Sessions took place (at a minimum of 60 minutes to a maximum of 90 minutes)</li> </ul>

- The number of Family Play Sessions that comprised of 6-10 episodes, contingent upon presenting issues.
- The number of Did not Attend's
- The number of Team Around the Family Referrals responded to within 5 working days
- The number of Team Around the Family Referrals receiving their first session within 3 weeks of the referral

Group Work:

- The number of Group Sessions arranged during the financial year
- The number of Group Sessions arranged, which took a minimum of 60 minutes to a maximum of 90 minutes
- The number of Families embarking on 12 episodes, contingent upon presenting issues.
- The number of Did not Attend's
- The number of Referrals responded to within 5 working days

Play Takeaway Loan Service:

- The number of Registrations during the financial year.
- The number of Families requesting resources during the financial year.
- The number of loan requests

Play Training:

- The number of Parents booking training
- The number of providers booking accredited training
- The number of providers booking non-accredited training
- The number of children and young people booking accredited training/workshops
- The number of children and young people booking non-accredited training
- The number of Did not Attend's

Opportunities to Participate/Be Involved in decisions affecting Play:

- The number of children/young people participating in decisions affecting play during the financial year (a minimum of 70 to a maximum of 150).
- The number of sessions held in the financial year (a minimum of 12 to a maximum of 60).

- % Family Play Sessions that comprised of 6-10 episodes
- % of referrals were responded to within 5 working days
- % of referrals received their first session within 3 weeks of the referral

- % of Group Sessions were held during the financial year
- % Group Sessions took place (at a minimum of 60 minutes to a maximum of 90 minutes)
- % Families completing 12 episodes
- % of Referrals were responded to within 5 working days

- % of Registrations were processed
- % of Families received resources during the financial year.
- % of loans received

- % of Parents attended training (a minimum of 24 to a maximum of 48)
- % of providers attended accredited training
- % of parents attended non-accredited training/ workshops
- % of children and young people attended accredited training/workshops
- % of children and young attended non-accredited training

- % of children/young people participated in decisions affecting play during the financial year
- % of sessions held in the financial year