

# PLAN FOR CHANGE

Milestones for mission-led government



**BIRTH TO 19** 

## Response to the UK Government's Plan for Change:

Break down the barriers to opportunity



## Foreword

We are full of optimism and hope after reading the Government's new Plan for Change.

Early Childhood has been identified as a priority by the Prime Minister and we look forward to working with The Government in this important area so that all children have the best start in life.

We welcome the government's wider focus on improved professional development, better pupil attendance and collaboration across all services working with children and young people.

The missions and milestones outlined in the Government's Plan for Change align strongly with Birth to 19's vision and values.

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*Executive Director of Birth to 19*



Rebecca Oberg  
*Director: Institute for the Early Years*



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## The Missions

1

**“Set every child up for the best start in life. This means delivering accessible, integrated maternity, baby and family support services through the first 1,001 days of life; and high-quality early education and childcare to set every child up for success.”**

We support the Government's mission to deliver a joined-up approach across education, health and care services. Perhaps more so than anywhere else, working together is essential if we're going to improve outcomes for children. Our **50 Things to Do Before You're Five** initiative continues to support this connectivity and we know it can do more. In many of the growing number of areas delivering 50 Things to Do, we see maternity, health, family hubs and early years settings working together to share 50 Things messages with families. 50 Things to Do acts as a golden thread, connecting services and practitioners working with the families of young children. Our shared resources help health, education and care services learn together through shared delivery.

We created 50 Things to Do because we knew just how important the first 1001 days of a child's life are. We promote localised, low and co-cost playful activities to help make a sustained difference to children born into disadvantaged households. 50 Things helps young children have a great start to life by suggesting activities for families, so that they can find easy ways to have fun and play together in their local community. While our focus is at all times on having fun, 50 Things also improves early language and learning, and helps to establish healthy habits that can last a lifetime.

**“By providing free or cheap resources to families to help children develop, some of these adverse outcomes might be avoided, even for the most disadvantaged families.”**

[Centre for Young Lives Report](#)



2

**“Help every child to achieve and thrive at school, through excellent teaching and high standards. This will include a focus on disadvantaged children and those with special educational needs and disabilities. Impact will be measured through attainment at the end of secondary school. The mission will also tackle the generational challenge of school absence, including by bolstering young people’s sense of belonging.”**



We know that we need to find ways to continue to improve standards in teaching and learning. This means making sustained progress in tackling our workforce recruitment and retention crisis, and supporting high-quality training and professional development.

Birth to 19 delivers professional training for those working in the early years, primary, secondary and special schools. We provide the education workforce with the skills to deliver excellent teaching, with high standards. Our [Centre for Initial Teacher Training](#) and our [Apprenticeship Academy](#) help create a workforce which gives children the skills and knowledge to achieve and thrive at school.

[St Edmund’s Early Years Stronger Practice Hub](#) is a community where the early years workforce comes together to improve both practice and childrens’ outcomes. Funded by the DfE, our hub motivates passionate colleagues to continue their work and find new and better ways to help our youngest children make progress. We ask the Government to secure the long-term future of the national Stronger Practice Hub network, and look forward to working with the DfE so that the sector continues to improve.

We know that good attendance is vital if children are going to learn and make progress and our work in the sector tells us that school leaders continue to be concerned about high levels of pupil absence. We are at the start of a three-year project to measure the impact of 50 Things to Do when embedded in settings. We will evaluate the success that 50 Things achieves in supporting children to learn and progress, but also to see how we can improve attendance through improving partnerships with parents.

We know that we need to find ways to continue to improve standards in teaching and learning. This means making sustained progress in tackling our workforce recruitment

Our partnership with the Education Alliance for Life Chances aims to tackle child inequalities through connecting different services and working towards a collective impact. Data from [Born in Bradford’s Centre for Applied Education Research](#) shows us how vital achieving early childhood learning goals is.

**“Children not ‘school-ready’ are nearly as three times likely to become a persistent absentee compared to their peers. Persistently absent children have a nearly five times increased risk of becoming not in education, employment or training (NEET).”**

[Centre for Young Lives](#)





3

**“Build skills for opportunity and growth so that every young person can follow the pathway that is right for them. Whether through high-quality apprenticeships, colleges or universities, skills give people the power to seize opportunity. We will measure progress through the proportion of young people in education or employment with training, and through the number achieving higher level qualifications.”**

Through providing high quality apprenticeships and initial teacher training courses, Birth to 19 is developing highly employable, research-informed, early career-ready educators who will transform the life chances of young people in their local area.

At Birth to 19, we provide the tools, through training, for students to reach their career goals and qualifications but also to be role models for future generations.

**“We are raising the bar in our work with trainee teachers and apprentices, using a sector-led model to help trainees learn from the best and see outstanding practice everyday.”**

Becca Oberg

Director: Birth to 19's Institute for the Early Years

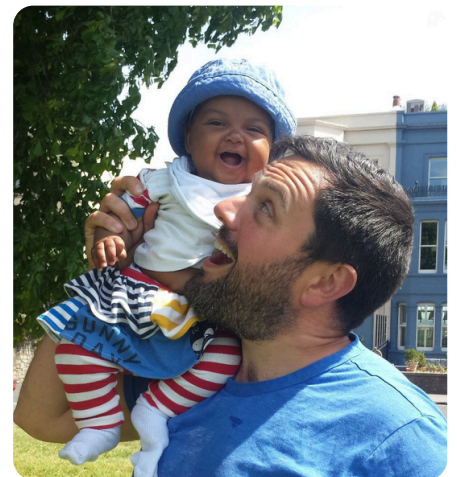


4

**“Underpinning all of these, build family security - ensuring every child has a safe loving home, and tackling the barriers that mean too many families struggle to afford the essentials. Critically this means tackling the scar of child poverty, which limits opportunities and holds back life chances.”**

We understand that making progress to eradicate child poverty is a generational challenge, but we are dedicated to tackling the scar left by child poverty by promoting opportunity. Working in partnership with schools and services, we provide solutions.

Birth to 19's whole offer is focused on improving outcomes for all children, including those facing the huge challenges that poverty brings. Our Education Alliance for Life Chances (EALC) is creating a blueprint for a strategic approach in Bradford, learning from which we hope to cascade across the country. EALC's Act Locally initiative targets three different issues, developing joined-up approaches to tackle mental health, food insecurity and poor diet and nutrition, and criminal behaviour.



# The Milestones

1

**“Roll out government-funded childcare support to improve access, delivering the expansion to 30 funded hours and supporting 3,000 new and expanded school-based nurseries, increasing the availability of high-quality childcare places where they are needed most.”**

We do have hesitation that primary schools are not the best place for children aged birth to 3 years. However, through our continued work within our Institute for the Early Years, we are committed to improving early years provision and ultimately making learning and play accessible for all children. We are contributing to the anticipated success of this scheme through providing high quality training to our apprentices. In doing so, this will provide early years settings with readily available and expertly trained staff, ready to transform children’s lives.



2

**“Work in partnership with the sector, reforming training and support for the workforce to drive up standards. Only by listening to the expertise and experiences of those on the ground can we deliver this together.**

**We will work towards a stronger early years system, beginning with offering sustained professional development and working with providers to help spread evidence-based programmes as part of comprehensive plans to drive high-quality early education and care.**

**We will ensure that the Reception year sets children up for success in the rest of primary school, by rolling out schools’ access to evidence-based programmes that boost early literacy and numeracy skills.”**

We are excited by this proposed milestone to improve connections with the sector and we are optimistic this pledge for professional development will improve the impact of our Early Years Stronger Practice Hub. Our hub users can further develop their relationship with us, and continue to reap the benefits that the Hub offers.

Our unique apprenticeship academy sector-led training offer gets great feedback from professionals and apprentices. Our partnership with St Edmund’s Nursery School has allowed us to see the impact of high quality early education in practice. As we continue to grow our cohort of apprentices, we look forward to seeing the impact they have on children’s lives.





3

**“Strengthen and join up family services to improve support through pregnancy and early childhood. This includes continuing to invest in and build up Family Hubs and Start for Life programmes to support early child health, parenting and home learning programmes, and strengthening health visiting services for all families, and improved early identification of special educational needs and disabilities (SEND).”**

We are excited to hear that the government will ensure that Start for Life and Family Hub programmes continue their great work nationally. We know that many Family Hubs are embedding 50 Things to Do Before You're Five into their offer with positive impacts. We are looking forward to extending our work with Family Hubs across the country.

We are convinced of the value of connecting the professional development of colleagues working in the education, health and care sectors.



As we argued in the Centre for Young Lives Report, “We must ensure practitioners working with families, both new and experienced, have access to high quality training opportunities. Moreover, consideration needs to be given as to how professionals across various agencies can train together in order to increase cross sector knowledge, increase multi-agency working and provide congruent messaging for families.”



Through our 50 Things to Do initiative, we continue to improve our work and connections with health visitors. We hope to hear some exciting news as we go into 2025 about how 50 Things can support the health visiting service better.

## End Note

We are impressed with the bold vision that the Government has laid out in its Plan for Change. The scale of the challenge is immense, but the opportunities for progress are even larger.

We look forward to the opportunities to work with the Government both regionally and nationally, to deliver a strategic approach which tackles child poverty and improves life chances for all our children.”

### Christian Bunting

Executive Director: Birth to 19

## Contact Us

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**BIRTH TO 19** 

**50**  things to do

 **St Edmund's**  
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**BIRTH TO 19**   
APPRENTICESHIP ACADEMY

**BIRTH TO 19**   
SCITT

 **Education  
Alliance for  
Life Chances**  
TACKLING INEQUALITIES FOR OUR CHILDREN