

# Analysing the outcomes of reception-age children participating in a collective impact initiative:

## Programme-wide analysis of Lambeth Early Action Partnership using linked population datasets

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### Introduction

LEAP is a 'collective impact initiative', which means that all our services and activities link together and work towards shared goals to improve outcomes for very young children. These goals are outlined in LEAP's theory of change (ToC).

At the centre of our ToC are the changes LEAP wants to achieve with children directly. The evidence suggests that children's development in the areas LEAP focuses on can have a significant impact on their long-term life chances and outcomes and are crucial to reducing health inequalities. Two of these areas are communication and language (CLD) and social and emotional development (SED).

During the lifetime of the programme, LEAP has engaged an estimated two thirds of children under 5-years-old living in the area of Lambeth where LEAP works. Families who engaged with LEAP services are broadly representative of the overall LEAP population.<sup>1</sup>

The Early Years Foundation Stage Profile (EYFSP), administered by teachers at the end of the reception year, is a statutory assessment of child development that assesses whether children meet expected levels of development across 7 Areas of Learning (AoL), including CLD and SED.

In line with LEAP's ToC, we have assessed LEAP's impact on EYFSP results in CLD and SED, as well as an overall measure of Good Level of Development.

### Methods

**Design and aims:** A cross-sectional analysis that aimed to test whether EYFSP assessments for children at the end of the reception year from the LEAP area differ between those whose families engaged with relevant LEAP services and those with no relevant LEAP engagement.

**Dataset:** LEAP service data was linked to EYFSP assessment records via LEAP's Data Integration Platform. The final linked dataset included 952 children with an EYFSP assessment in 2022 or 2023 and who lived in the LEAP area. Of those children, 406 had family engagement recorded with a relevant LEAP service. 62.8% of the cohort from the LEAP area were from non-White backgrounds, and 73.7% lived in areas with the greatest level of deprivation affecting children.

**Outcomes:** Binary EYFSP assessment of reaching expected levels of development in all Early Learning Goals within the

- + Overall Good Level of Development
- + Communication and Language AoL
- + Personal, Social, and Emotional Development AoL.

**Exposure:** Engagement with LEAP services relevant to EYFSP outcomes, at least 12 months prior to their assessment.

**Model:** Multivariate logistic regression of outcomes against LEAP engagement, controlling for

- + Ethnicity
- + Local, child-specific area deprivation (IDACI)
- + Sex
- + English as an Additional Language (EAL)
- + Eligibility for Free School Meals (FSM)
- + Year of Assessment.

### Findings

Our model found that children with family engagement with any relevant LEAP services were as likely to reach an overall good level of development and expected levels

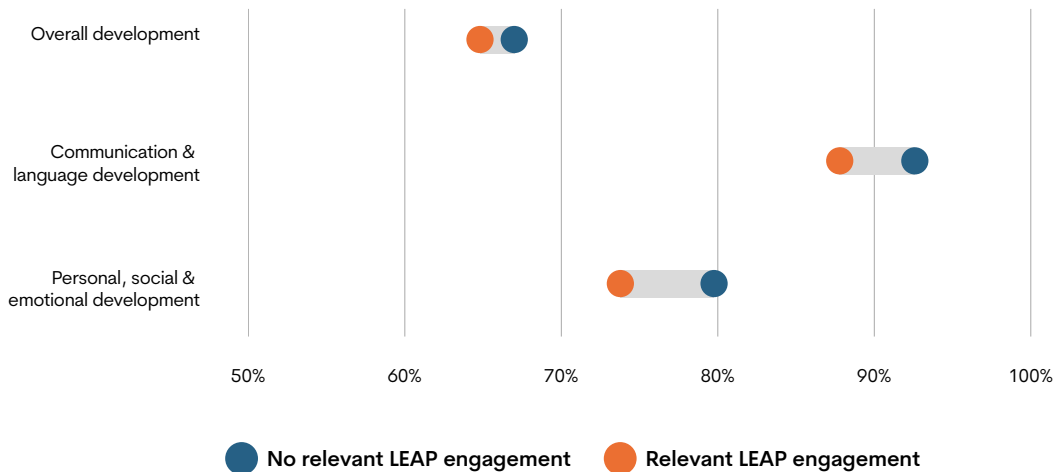
of development in CLD and SED at the end of reception compared to their non-engaged peers when adjusting for confounding factors. Output from the statistical model can be seen in the table below.

**However:**

- + Children whose families engaged with services specialising in SED were less likely to reach expected development in all 3 outcome domains

- + Children whose families engaged with targeted services were less likely to reach expected development in all 3 outcome domains
- + Children whose families engaged with universal services were more likely to reach expected development overall.

**Figure 1: Percentage differences in children reaching at least expected development at the end of reception year between children whose families engaged with relevant LEAP services and those whose families did not**



**Table 1: A table presenting adjusted odds ratios associated with different types of engagement with LEAP services for each outcome domain, adjusted for ethnicity, area deprivation, sex, year of assessment, eligibility for free school meals, and English as an additional language.**

		Outcome domain		
		Overall Good Level of Development	CLD	SED
Type of LEAP Services Engaged	Any relevant services	0.91	0.61	0.70
	CLD Services	1.07	0.84	1.15
	SED Services	0.58**	0.41**	0.47**
	Targeted services	0.66*	0.51*	0.52*
	Universal services	1.43*	1.07	1.37

\* P<0.05      \*\* p<0.01

**Conclusion**

Children from the LEAP area whose families engaged with any relevant LEAP services were just as likely as their peers to reach expected levels of development at the end of reception year, after adjusting for various demographic factors.

There is evidence that engagement with services specialising in SED, as well as targeted services, is associated with a lower likelihood of reaching expected levels of development.

Triangulating these results within the larger body of research conducted by LEAP, it is possible that these results are driven

by families with particularly acute or observable need—and therefore lower expected outcome baselines—taking up certain LEAP services at higher rates. Because our approach does not allow for a pre-post analysis, we can't determine "distance travelled" for children.

Another limitation to this analysis is not being able to account for "depth" of engagement with LEAP services, as engagement could mean attending just a single light-touch service session. Additionally, there may be environmental factors that persist throughout childhood and beyond the time when children would engage with LEAP, thus watering down effects that LEAP may have had over time.