

The impact of the National Literacy Trust's place-based approach on literacy outcomes in the early years

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October 2020

Executive summary

The National Literacy Trust firmly believes in a place-based approach to tackling literacy issues in communities across the UK where low levels of literacy and social mobility are seriously impacting people's lives. The charity's Hub approach is characterised by a mix of strategic local partnerships, community campaigns and targeted programmatic activity in early years settings and schools.

This report looks at the impact of the Hub approach on early years attainment in the National Literacy Trust's three longest running Hubs: Middlesbrough (since 2013), Bradford (since 2015) and Peterborough (since 2017). By looking at improvements in Hub-supported settings and comparing those to national averages, it explores whether early literacy and communication improved in these areas.

This report highlights the outcomes of the National Literacy Trust Hub model on early literacy attainment by presenting improvements in Early Years Foundation Stage (EYFS) data across different Hubs and different years. This evidence suggests that Hubs played an important role in supporting local authorities to improve early years provision. Across every data set, local authority improvements in early years outcomes were higher than improvements seen in the national average. The role of the Hub in this outcome is evidenced by the fact that settings supported by programmes and campaigns saw an improvement that was even greater than the surrounding local authority.

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For example, in **Middlesbrough**, the attainment gap in literacy halved between 2013 and 2015 for supported settings compared with the national average, reducing from 22.8 percentage points (pp) in 2013 to 11.3pp in 2015. These improvements continued between 2015 and 2017, with Hub-supported settings and local authority schools seeing a bigger increase in children achieving the expected level in literacy than the national average (4.4pp for Hub settings, 2.7pp nationally).

In **Bradford**, Hub settings and the local authority saw improvements that were more than twice the national average: supported settings went from 60% to 64.3% of children achieving at least the expected standard in literacy between 2015 and 2017 (a 4.3pp improvement), the local authority from 64.3% to 68.5% (4.2pp), while the national average improved by just 2pp (70.1% to 72.1%). This meant that the literacy attainment gap between Bradford Hub-supported settings and the national average reduced from 10.1pp in 2015 to 7.8pp in 2017.

The Hub also succeeded in achieving one of its main strategic priorities: reducing the literacy gender gap in supported settings. While girls remained consistent at 71.7%, the percentage of boys achieving the expected level in literacy increased from 50.6% to 57.3%, meaning that the gender gap in literacy decreased by 6.7pp from 21.1pp to 14.4pp.

Peterborough saw a rapid improvement at a time when the national picture remained static. While the data in this report are based on a small number of settings that were supported with intensive programmatic activity, the results for these settings are consistent with the rest of the Hubs, where larger numbers of settings were supported. Therefore we believe that these data are still indicative of the benefits of the National Literacy Trust Hub model in improving early literacy attainment through a community-based approach across a series of localities.

Between 2017 and 2019, Hub-supported settings in Peterborough saw improvements above the local authority level while the national picture remained static. In literacy, the target settings supported by the Hub improved by 12.1pp, while the local authority saw a steady growth of 3pp over the same time period, both occurring at a time of a stationary national picture (75.2% to 75.3%).

Overall, findings in this report suggest:

1. Hubs can help settings close the early years attainment gap

National Literacy Trust Hubs deliberately targeted low-achieving settings in deprived areas to deliver tailored programmatic activity and campaigns. These settings received specific evidence-based programmes to increase practitioner skills and parental engagement, complemented by behaviour change campaigns to encourage positive literacy behaviours at home. Across all the data sets, these supported settings consistently improved at a faster pace than the national average, meaning that these low-performing settings experienced improvements within a two-year period that saw them substantially close the gap with average scores in the rest of the country.

2. The Hubs support and complement the work of local authorities

As mentioned, these setting-level improvements go hand-in-hand with improvements at the local authority level. In every instance, local authorities saw a rate of improvement in the percentage of children achieving the expected level in literacy and communication/language that was higher than the national average which, in turn, indicates that each of the three local authority areas with a National Literacy Trust Hub have to some extent caught up with the rest of the country during the period of delivery.

This may be explained by the fact that the Hubs collaborate closely with local partners such as children's services, library services, local businesses and other third sector organisations to mobilise the entire community behind their goal and design a place-based strategy. These strategies are then put into action by delivering an area-wide campaign through a variety of ways such as public events or messaging. In these three locations, there were also other early years initiatives which ran parallel to the Hubs' work. As such, the local team ensured that the Hubs programmes and campaigns complemented these existing strategies for maximum impact and did not duplicate the work.

3. The Hub model can help give children the best start in life

While the outcomes considered here were primarily concerned with the attainment level at Early Years Foundation Stage (EYFS), the impact of this will likely be felt throughout these children's lives. We have seen that, before the delivery of Hubs, a troubling percentage of children in these communities did not meet the national standards for early literacy and communication. This is not surprising given that research suggests that by the age of five, children from the poorest families are an average of 19 months behind children from the richest families in their vocabulary¹.

When combined with the knowledge that children who struggle with language at age five are likely to be lagging behind in their communication throughout primary school², and that this deficit often continues into secondary school and impacts on young people's academic achievements, employment and health outcomes³, it is clear how important early years literacy attainment is for future life chances.

Research has shown that in these critical phases of development the most effective route is to improve the home learning environment, by increasing parental understanding and awareness of how best to support their child's learning⁴. Therefore, since the Hubs are a community-based model that also operate in early education institutions, it can be argued that they are best placed to support local families in a holistic way.

¹ The Sutton Trust (2012) [The Social Mobility Summit: Report of the Summit held at the Royal Society London 21-22 May 2012](#)

² University College London, Institute of Education, on behalf of Save the Children (2016) [EARLY LANGUAGE DEVELOPMENT AND CHILDREN'S PRIMARY SCHOOL ATTAINMENT IN ENGLISH AND MATHS: NEW RESEARCH FINDINGS](#)

³ National Literacy Trust (2014) *Literacy Changes Lives*

⁴ National Literacy Trust (2018) *Improving the Home Learning Environment*

Introduction

The National Literacy Trust is a charity dedicated to improving the reading, writing, speaking and listening skills of children and families living in the UK's most disadvantaged communities to give them the best possible chance of success in school, work and life. Since 1993, the charity has been carrying out this mission by supporting education settings to deliver outstanding literacy provision, campaigning to make literacy a priority for politicians, businesses and parents, and fostering cross-sector partnerships with statutory bodies, the business community and community organisations. The charity's research and analysis drives all of its interventions.

In 2013, the charity launched its Hub model, delivering place-based interventions in areas of the UK with the highest levels of deprivation and literacy vulnerability. The Hubs are run by local teams who work closely with the local authority and have existing networks in these communities. Through partnership working, they assess the literacy needs and assets of the community and collaborate with the statutory sector, private sector and other community organisations to deliver programmes and campaigns that are tailored to the local area. The aim of the Hubs is to break cycles of intergenerational low literacy by engaging the entire community, rather than only focusing on education services. For example, they deliver campaigns to engage parents and carers with their children's literacy learning at home and engage local businesses to support the literacy agenda, alongside delivering programmes in target education settings.

This report is the first part of a wider evaluation of the impact of the Hub approach. It will look at the impact of the Hub approach on early years attainment in the three longest running Hubs: Middlesbrough (since 2013), Bradford (since 2015) and Peterborough (since 2017). By looking at improvements in Hub-supported settings and comparing them to national averages, it will assess whether early literacy and communication improved in these areas.

This report focuses on early years for two main reasons: firstly, programmatic activity and campaigns targeting the early years have been a consistent part of the Hubs' offer since they launched, and give a number of data sets for early years settings which have been supported for a sustained period. Secondly, performance in the early years can be critical to continued performance throughout school. 1 in 4 (23%) children who struggle with language at age five do not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age five⁵.

The data for this report come from early years attainment findings from settings in the National Literacy Trust Hubs of Middlesbrough, Bradford and Peterborough. In each location the Hub team worked with local partners to identify settings with the lowest levels of attainment and which were not already being heavily supported by other initiatives, to ensure that Hub interventions were delivered in settings with the greatest need. For each of these

⁵ University College London, Institute of Education, on behalf of Save the Children (2016) [EARLY LANGUAGE DEVELOPMENT AND CHILDREN'S PRIMARY SCHOOL ATTAINMENT IN ENGLISH AND MATHS: NEW RESEARCH FINDINGS](#)

settings, we track EYFS data from settings which were supported by a Hub early years initiative, the average score of all settings in the local authority, and the average scores of all settings in England. These were tracked for two years for each data set to assess performance before and after the partnership with the Hub.

In Middlesbrough there are two separate data sets, one from 2013-2015 and the other 2015-2017 as the settings supported by programmatic activity changed. Similarly in Bradford there are two sets of schools we partnered with, the first set between 2014-2016, and the second group of settings between 2015-2017, while in Peterborough there was one period of delivery which covered from 2017-2019. As a result, this report presents data from five data sets, covering three different locations and four separate time periods.

Improving early literacy outcomes – Focus on Middlesbrough

The first National Literacy Trust Hub was established in Middlesbrough in 2013 to break the cycle of poverty and intergenerational low literacy that was impacting on local children's life chances. After extensive scoping activity to identify the town's specific literacy challenges, the National Literacy Trust partnered with Middlesbrough Council to bring together local business, health, education, housing, sport and cultural partners to deliver a range of bespoke programmes and initiatives to improve literacy levels in the town. Targeted programmatic activity has been supported by an integrated public-facing campaign, which raises awareness of the importance of reading with children from day one and making books part of family life.

From its launch in 2013, the Hub manager worked with local early years settings to deliver Early Words Together, a National Literacy Trust programme which helps parents develop the confidence, knowledge and skills to support their children's language and communication development at home. The programme involves training early years practitioners and delivering sessions with parents and their children in settings. After one year of delivery in 2014 the post-programme survey showed that 87% of parents introduced a special time in their daily routine when they share a book or story or sing a nursery rhyme as a result of the programme⁶.

The programme is complemented by a wider behaviour change campaign, known locally as Middlesbrough Reads. The campaign promotes accessible messaging in the places, spaces and services parents regularly use, encouraging parents to engage in positive behaviours which are known to develop the language and communication abilities of their children, such as reading to their child for 10 minutes a day. For example, Middlesbrough Reads promotes reading and talking with babies and young children, with posters displayed on Middlesbrough's public screens, buses and bus shelters around the town, thanks to partnerships with Public Health England, Arriva Buses and Stagecoach. More than 20,000 flyers promoting positive literacy activities have been distributed to families, and literacy messaging is embedded in every child's personal health record through partnerships with Public Health England and Stronger Families. These initiatives were designed and delivered in

⁶ A sample of n=24 parents completed the post-programme evaluation survey.

close partnership with other local institutions. In fact, the Hub manager also occupies a role as the Literacy Adviser for the Middlesbrough Council, and her post was funded by the local Public Health England body. These ties ensured that the Hub had the necessary network and insight to make the programmes and campaigns a success.

An interview with a Senior Practitioner and member of the Middlesbrough Council School Readiness Team highlights some of the impact of the Hub’s approach to partnership working:

“We dovetail very closely (the Hub and the local authority), we support each other. The Hub enhances what we do, quite often they have access to resources we may not have for a specific project. It complements our work.

For example the Middlesbrough literacy pathway is a campaign which involves regular contact with parents and we try and share key messages and gift to parents. Without the Hub we wouldn’t have been able to give the expecting mums a book to read to their bump. They would have received the messaging, but the Hub provided us with the book, that we could then give to parents. It is a good reciprocal arrangement, anything literacy based we support each other on.”

To reach the children who were in greatest need of support, the National Literacy Trust identified the most deprived areas of Middlesbrough and the primary schools within them.

In the period between 2013 and 2017, a portion of Middlesbrough’s early years settings received support in the form of the Early Words Together programme and campaign from the Hub. From 2013-2015, 11 settings were supported, which equates to a fifth of all settings in the local authority (20.4%; see Appendix B for more details). In the second period of delivery (2015-2017), 13 settings were supported, which constituted 24% of all settings under the local authority.

Among these settings, four were supported from 2013-2017 and these offer an interesting case study of the impact of sustained support from the Hub and the benefits of local partnership working (see case study on page 9).

The Early Words Together programme was then rolled out in six-week cycles across the children’s centres that feed these primary schools; the following year the programme was delivered in specific targeted settings. In 2013, only 46.3% of pupils achieved at least the expected level across the settings we worked with; a gap of 25.9 percentage points (pp) to the national average of 72.2% (see Table 1). By 2015 this gap had been nearly halved to just 13.8pp, with 66.5% of pupils in Hub-supported settings achieving the expected level compared to 80.3% nationally (see Table 1). In addition, the 20.2pp improvement seen in the Hub-supported settings was slightly higher than the improvement seen at the local authority level, which improved by 19.2pp over this time period (see Table 1).

Table1: Percentage of children achieving at least the expected level in communication and language 2013-2015

	2013	2015	Percentage point difference
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<i>Middlesbrough National Literacy Trust Hub-supported settings</i>	46.3	66.5	+20.2
<i>Middlesbrough LA</i>	38.2	57.4	+19.2
<i>Statistical neighbour⁷</i>	68.7	75.5	+6.8
<i>England</i>	72.2	80.3	+8.1

The findings are similar to the percentage of children achieving the expected level in literacy (see Table 2), with the attainment gap between supported settings and the national average being reduced from 22.8pp in 2013 (37.9% for supported settings, 60.7% nationally) to 11.3pp in 2015 (58.8% and 70.1%), again halving the gap.

Table 2: Percentage of children achieving at least the expected level in literacy 2013-2015

	2013	2015	Percentage point difference
<i>Middlesbrough National Literacy Trust Hub</i>	37.9	58.8	+20.9
<i>Middlesbrough LA</i>	49.2	61	+11.8
<i>Statistical neighbour</i>	55.5	64.4	+8.9
<i>England</i>	60.7	70.1	+9.4

These figures are supported by insight from early years practitioners who saw an improvement in children’s school readiness following participation in Early Words Together. For example, the Head of Early Years Foundation Stage for one of the settings commented:

“On entry to nursery, [children] have been observed to be significantly more ‘nursery ready’ – concentrating effectively, being able to listen, having greater confidence, speaking in sentences, having a wider vocabulary, understanding and having confidence to engage with stories.”

Though more modest than the two years which preceded it, 2015-2017 saw both settings supported by the National Literacy Trust Hub in Middlesbrough and the local authority continuing to catch up with national averages across communication and language and literacy. As can be seen in Table 3, Hub-supported settings and local authority schools saw a bigger increase (4.6pp and 3.1pp respectively) in children achieving the expected level in communication and language than the national average (1.8pp; see Table 3). This is also true

⁷ The National Foundation for Educational Research (NFER) was commissioned in 2007 by the Department for Education to identify and group similar local authorities in terms of the socioeconomic characteristics; each local authority was assigned 10 such neighbours.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/822110/LAIT_user_guide_2019.pdf

when we explore literacy attainment (4.4pp for Hub settings, 3.8pp for local authority and 2.7pp nationally; see Table 4).

Table 3: Percentage of children achieving at least the expected level in communication and language 2015-2017

	2015	2017	Percentage point difference
<i>Middlesbrough National Literacy Trust Hub-supported settings</i>	66.8	71.4	+4.6
<i>Middlesbrough LA</i>	69.6	72.7	+3.1
<i>Statistical neighbour</i>	75.5	79.9	+4.4
<i>England</i>	80.3	82.1	+1.8

Table 4: Percentage of children achieving at least the expected level in literacy 2015-2017

	2015	2017	Percentage point difference
<i>Middlesbrough National Literacy Trust Hub-supported settings</i>	59.9	64.3	+4.4
<i>Middlesbrough LA</i>	61	64.8	+3.8
<i>Statistical neighbour</i>	64.4	68.4	+4
<i>England</i>	70.1	72.8	+2.7

Impact case study of prolonged support: Tracking settings 2013-2017

Between 2013 and 2017, the National Literacy Trust Hub supported four settings with both programmatic and campaign activity in Middlesbrough. These four settings provide indicative findings of the benefits of prolonged support by the Hub. This analysis also looks at settings in the same locality that were not supported by the National Literacy Trust's programme and campaign model. Tables 5 and 6 show the change in average communication and language and literacy scores of those four settings over the period, compared to a series of benchmarks. They show that local partners not only succeeded in raising attainment in Middlesbrough as a whole, so that the local area could catch up with the rest of the country, but the settings that received targeted programmes and campaigns as part of the Hub work saw an even greater improvement than the surrounding area.

Table 5 shows how, before partnering with the Hub, only 4 in 10 (41.2%) children in the target settings achieved the expected level in communication and language. This increased to almost 7 in 10 children (68.1%) in 2017; a 26.9pp change. These improvements were greater than the ones seen in other benchmarks. For example, over this period other settings in the same ward that were not supported by the Hub went from 59.3% of children achieving the expected level in language and communication to 77.9% (a 18.6pp shift). These surrounding settings followed the same trend as Middlesbrough local authority level, which saw a 17.3pp change in this outcome (from 55.4% to 72.7%). Nonetheless, these increases are still greater than the improvements of the statistical neighbour and the country as whole.

Table 5: Percentage of children achieving at least the expected level in language and communication 2013-2017

	2013	2017	PP change
Settings supported by the Middlesbrough National Literacy Trust Hub	41.2	68.1	26.9
Settings not supported by the Middlesbrough National Literacy Trust Hub	59.3	77.9	18.6
Middlesbrough LA	55.4	72.7	17.3
Statistical neighbour	68.7	77.9	9.2
England	72.2	82.1	9.9

These findings are echoed in the EYFS statistics for literacy (see Table 6). The local area as a whole saw an improvement in the percentage of children achieving the expected level in literacy between 2013 and 2017. Table 6 shows how, in Middlesbrough, the percentage increased from 49.2% to 64.8%; a shift of 15.6pp. This is a faster increase than improvements seen at the statistical neighbour or the national level. However, the Hub settings saw an even greater improvement in this metric: in 2013 in these target settings, only 37.1% of children had the necessary literacy skills to start school; this increased to 63% in 2017 (a 25.9pp increase).

The important role of the Hub in boosting children's literacy outcomes is shown by the fact that surrounding settings that did not receive direct support followed the local authority trend but did not match the improvements seen in the Hub-supported settings (see Table 6).

Table 6: Percentage of children achieving at least the expected level in literacy 2013-2017

	2013	2017	PP change
Settings supported by the Middlesbrough National Literacy Trust Hub	37.1	63	25.9
Settings not supported by the Middlesbrough National Literacy Trust Hub	54.6	70	15.4
Middlesbrough LA	49.2	64.8	15.6
Statistical neighbour	55.5	68.4	12.9
England	60.7	72.8	12.1

Overall, these findings suggest the programme plus campaign approach championed by the National Literacy Trust Hub has achieved some key outcomes for early literacy in Middlesbrough. These successes may also be explained by the fact that the National Literacy Trust Hub in Middlesbrough effectively collaborated with local partners to select the target settings who would benefit the most from additional support and assessed how the National Literacy Trust’s work was best able to complement existing initiatives and provision.

Improving early year outcomes - Focus on Bradford

The National Literacy Trust Hub in Bradford was designed to respond to the specific needs of the local area, following a 2015 Ofsted report which highlighted the immediate need to improve the percentage of children achieving a Good Level of Development (GLD) at the end of Reception year in Bradford settings⁸.

Working in partnership with Bradford Council, the Bradford Hub collaborated with key community organisations, such as the Birth to 19 Alliance and one of the city’s children’s centres, St Edmund’s, to design and deliver a solution. The response was the Reception Year Language and Literacy Partnership, an initiative which featured practitioner training, sessions with parents, and public campaign activities and messaging to encourage positive literacy behaviours⁹.

Initially known as the Bradford Literacy Campaign, Bradford Stories launched as the new public-facing campaign of the Hub. The campaign promoted events and messaging focused on reaching the key audiences identified by the Hub and also wider Bradford communities through local media and partnerships.

The campaign created posters and flyers with messages encouraging parents to adopt positive behaviours known to progress the language and communication abilities of their

⁸ Ofsted (2015). The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/574186/Ofsted_annual_report_education_and_skills_201516_web-ready.pdf

⁹ For more information on the Reception Year Language and Literacy Partnership in Bradford: https://www.bradfordbirthto19.co.uk/application/files/1614/9561/6088/EYLL_Report_October_2016.pdf

children. This included sharing stories with babies from birth and reading with their family every day. Materials were also printed in eight other languages to reach all Bradford communities. During this period the local authority also received the support from the Better Start Bradford initiative, a range of projects to support children from birth to four funded by the National Lottery Community Fund. The Hub collaborated with the local authority to ensure that their work would not overlap but rather complement, in order to achieve the best possible outcomes for Bradford’s children. The positive effect of this combination of community-based initiatives can be clearly seen in the local authority trends.

As seen in Table 7, the local authority reduced its gap with the rest of England, and National Literacy Trust targeted settings also caught up substantially with the national average. Moreover, Bradford is an interesting case study as it also had a particular focus on reducing the gender attainment gap, which was identified early on by the Hub’s senior steering group as one of the main objectives of the local authority (more on this below). This is evidence of how the National Literacy Trust Hub can work effectively with partners to identify and achieve specific objectives.

Table 7: Percentage of children achieving at least the expected level in literacy 2015-2017

	2015	2017	Percentage point difference
<i>Bradford National Literacy Trust Hub-supported settings</i>	60	64.3	4.3
<i>Bradford LA</i>	64.3	68.5	4.2
<i>Statistical neighbour</i>	64.8	67.6	2.8
<i>England</i>	70.1	72.1	2

Similarly to Middlesbrough, the Bradford Hub delivered intensive programmatic work and campaign activity to two sets of target settings. The Hub worked with each setting for a period of two years, delivering the work over the course of the academic year. The initiative was piloted in eight target early years settings and was then rolled out to 12 settings in the second term of delivery (see full details in Appendix 2).

In terms of literacy, Bradford Hub-supported settings and the local authority saw improvements that were more than twice the national average. Supported settings went from 60% to 64.3% of children achieving at least the expected standard between 2015 and 2017 (a 4.3pp improvement), the local authority from 64.3% to 68.5% (4.2pp), while the national average improved by just 2pp (70.1% to 72.1%). This meant the attainment gap in literacy between Bradford Hub-supported settings and the national average reduced from 10.1pp in 2015 to 7.8pp in 2017.

On the other hand, communication and language results in Bradford were broadly in line with national trends (see Table 8).

Table 8: Percentage of children achieving at least the expected level in communication and language

	2015	2017	Percentage point difference
<i>Bradford National Literacy Trust Hub-supported settings</i>	76	77.6	1.6
<i>Bradford LA</i>	78.3	80.4	2.1
<i>Statistical neighbour</i>	75.2	77.9	2.7
<i>England</i>	80.3	82.1	1.8

Impact case study: Focus on the gender attainment gap

The Bradford Hub offers an insightful case study of how a place-based approach can identify local issues and tackle them by leveraging community assets and partnerships. One of the main issues identified by the Bradford Hub was that a greater percentage of boys than girls were finishing Reception year without the necessary communication and language skills to start school. The Hub conducted extensive community consultations in partnership with St Edmund's Nursery School and Children's Centre, and concluded that male carers could play a bigger role in the home learning environment. Some of the community stakeholders thought that if male carers were to engage more in home learning activities that supported children's language development, this could ameliorate the literacy gap between girls and boys.

These findings were in line with research which suggests that fathers play a critical role in children's early language and communication development¹⁰. Studies found that as a result of fewer men working in childhood services, libraries, schools and nurseries, young boys are unlikely to have male role models that encourage them to engage in positive literacy-related behaviours such as reading^{11,12}. This in turn may be one of the reasons why boys are consistently outperformed by girls when it comes to attainment¹³.

To tackle this local issue, the Hub designed a range of district-wide campaigns to encourage fathers and male carers to read to their children, community consultations and literacy-themed activities organised in a range of children's centres and schools. This was made

¹⁰ Varghese C. and Wachen J., (2015). The determinants of fathers' involvement and connections to children's literacy and language outcomes: A review of the literature. *Marriage & Family Review*, 52:4, 331-359.

¹¹ Wragg, E.C., Wragg, C.M., Haynes, G.S. and Chamberlain, R.P. (1998). *Improving literacy in the primary school*. London: Routledge.

¹² Trent, F., and Slade, M. (2001). *Declining rates of achievement and retention: the perceptions of adolescent males*. Canberra: Australia: Department of Education, Training and Youth Affairs, Commonwealth of Australia.

¹³ Department for Education (2019). Early Years Foundation Stage profile results in England. Retrieved from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839934/EYFSP_2019_Main_Text_Oct.pdf

possible through a partnership with the local business community, by delivering messaging and campaign activities in community centres such as the local sports venues or barber shops. With support from the Hub, each setting recruited Dad Literacy Champions, who were fathers in the community who encouraged other male carers to engage in positive behaviours and attend sessions. Practitioners also received specific training on early literacy and communication development in boys, and how to best support them in these early stages.

Data on the early years gender gap in Bradford suggests that these initiatives may have played a role in addressing these issues. Across communication and language and literacy (see Table 9) there were similar results, with an improvement of scores among boys. In communication and language, the gender gap decreased from 13.6pp in 2015 to 8.4pp in 2017 (5.2pp decrease) and in literacy from 21.1pp to 14.4pp (a 6.7pp decrease). Boys saw an improvement of 3.5pp in communication and language (from 69.9% to 73.4%) at a time when performance among girls reduced slightly (1.7pp: from 83.5% to 81.8%). In literacy, girls remained consistent at 71.7%, with boys increasing from 50.6% to 57.3%, reducing the gender gap by 6.7pp.

Table 9: Percentage of boys and girls achieving at least the expected level in communication and language and literacy 2015-2017

	2015 Girls	2015 Boys	2015 Gender gap	2017 Girls	2017 Boys	2017 Gender gap
<i>Communication and Language</i>	83.5	69.9	13.6	81.8	73.4	8.4
<i>Literacy</i>	71.7	50.6	21.1	71.7	57.3	14.4

For example, Bradford Stories (formerly known as the Bradford Literacy Campaign) provided a selection of free, brand-new children's books to barbers in Bradford to encourage them to ask children to read to them as they had their haircut. The initiative was promoted by the local newspaper, the *Telegraph & Argus*, as well as the *Asian Echo* and Bradford Council to encourage as many boys as possible to get reading while having their hair cut, and to encourage more local businesses to take up the initiative. Umar Khatab Khokar, a hairdresser at Tabby's Trims in Girlington, said:

"I believe that reading is important for a child's education. Getting a haircut is a good opportunity for kids to practise reading aloud and I encourage other barbers and hair salons to get kids reading too."

The campaign also worked in partnership with the *Telegraph & Argus* and local sports professionals to promote positive messages around reading with your child to dads and male carers in the city. Former Bradford Bulls Rugby League player Robbie Hunter-Paul encouraged dads to share a photograph or selfie of them reading with their child to mark Father's Day. He shared a photo of himself reading to his son, Sebastian, who was 14 old at the time. Robbie Hunter-Paul said:

"My enjoyment of reading to my son is based on having the ability to connect with him and help him develop. My wife and I personally love to read and it is what you will find us doing every evening. We also have a real desire to embed our children with our passion for books. Sebastian's favourite book is *The Very Busy Spider* by Eric Carle. He likes the book because we make all of the noises the farmyard animals would make. He finds it funny when I moo, quack or oink as he turns each page."

Whilst acknowledging that mothers and fathers have different but equally important roles to play in their child's learning and development, it is often dads who engage less with schools and early years¹.

In partnership with The Fatherhood Institute think tank, the Hub collaborated on the Fathers Reading Every Day (FRED) project, a programme that supported early years settings to engage with male carers¹. This partnership helped support learning opportunities in the settings as well as providing promotional material and key messages from Bradford dads, including videos and pictures. It also supported the Hub to conduct effective consultation and informed training methods, which we still implement and utilise today.

Improving early year outcomes – Focus on Peterborough

The National Literacy Trust Hub in Peterborough, run in partnership with Peterborough City Council, also identified school readiness as one of its main priorities and implemented the programme plus campaign model to improve language and communication and literacy outcomes in the early years.

The Peterborough Hub manager has been the main coordinator of a city-wide campaign, known as Peterborough Reads (formerly Peterborough Literacy Campaign), which brings together the local authority's early years services, civil society organisations such as children centres¹⁴ and cultural organisations like Vivacity¹⁵ to tackle all of the challenges associated with poor school readiness.

The public-facing campaign featured both direct messaging to nudge parental behaviour change¹⁶ and partnership working to achieve strategic change. For instance, the Hub and Peterborough City Council collaborated with local stakeholders to agree on a common definition of school readiness and ensure it was adopted across the area¹⁷.

In 2017, the Hub piloted the National Literacy Trust's Early Words Together programme, which helps parents develop the confidence, knowledge and skills to support their children's language development at home. Recently, the Hub and the local partners highlighted the need for this type of programme for multilingual families in Peterborough, given that primary schools in the area have high percentages of pupils who speak English as an additional language but there is limited specific support in the early years setting to support these families. Early Words Together is now currently being re-delivered in target wards with a specific focus on multilingual families¹⁸.

In 2016, seven parent volunteers were recruited to help run Early Words Together at an early years setting in Peterborough. They chose six books that they thought would best engage local parents and children and themed the activities for each of the six weekly sessions around one of the books. The programme had a positive impact on parents' confidence and skills in supporting their child's literacy at home.

The Reading Lead at a local setting commented:

“The power of the programme has been amazing. Having parents as volunteers is brilliant because they really understand the pressures that other parents from the local area are under. Because of Early Words Together, local

¹⁴ Barnardo's Children's Centre and Spurgeon's Children Centre

¹⁵ For more information on Vivacity see: <https://www.vivacity-peterborough.com/>

¹⁶ For an example of the campaign messaging see:

<https://literacytrust.org.uk/communities/peterborough/campaign-materials/>

¹⁷ For more information on the school readiness work in Peterborough see:

<https://www.peterborough.gov.uk/residents/schools-and-education/school-readiness>

¹⁸ For more information on Early Words Together for multilingual families in Peterborough see:

<https://literacytrust.org.uk/resources/early-words-together-MLL-programme-resources/>

parents now have the skills they need to continue encouraging their child’s literacy development at home.”

While a parent governor and parent volunteer on the programme, said:

“It was great to see the change in the parents attending the sessions over the course of six weeks. In the beginning, parents were somewhat unsure about reading with their child, but as the weeks went on they became a lot more confident. They realised how important reading really is for children.

“I was approached by a parent who had taken part in the programme with her son. Before the programme, his teachers had been concerned about his literacy development and were worried that he never spoke in class. His mum told me that since taking part in Early Words Together he is more confident in the classroom, his literacy levels have improved and he’s now enjoying reading books too.”

The effect of the programme and campaign is reflected in the performance within the National Literacy Trust target settings in Peterborough, which increased strongly over the period at a time when the national picture saw no improvement. In Peterborough, four settings were supported directly by the National Literacy Trust with intensive programmatic activity. However, the results for these settings are consistent with the rest of the Hubs, where larger numbers of settings were supported. Therefore these data are still indicative of the benefits of the National Literacy Trust Hub model in improving early literacy attainment through a community-based approach across a series of localities. For these data the EYFS scores are broken down further, into the underlying scores which make up EYFS, e.g. the literacy score is divided into reading and writing below.

It is clear from Table 10 that National Literacy Trust-supported settings in Peterborough saw improvements above the local authority level while the national picture remained static (0.1 pp change) between 2017 and 2019. In literacy, the target settings supported by the National Literacy Trust improved by 12.1pp (from 52.8% in 2017 to 64.9% in 2019), while the local authority saw a steady growth of 3pp (67.4% in 2017 to 70.4% in 2019) over the same time period, both occurring at a time of a stationary national picture (75.2%-75.3%).

Table 10: Percentage of children achieving at least the expected level in literacy 2017-2019

	2017	2019	PP change
<i>Peterborough National Literacy Trust Hub-supported settings</i>	52.8	64.9	12.1
<i>Peterborough local authority</i>	67.4	70.4	3
<i>National</i>	75.2	75.3	0.1

Finally, the underlying EYFS scores that make up communication and language saw a similar pattern to the literacy scores above (see Table 11). While National Literacy Trust-supported schools saw an improvement of 8.5pp in listening and attention, 11.6pp in understanding, and 9.1pp in speaking between 2017 and 2019, the local authority saw more modest improvements of 2pp, 2.4pp and 1.7pp respectively. Nationally, again, the picture was static with a decrease in those achieving the expected level in listening and attention of 0.3pp, a decrease of 0.2pp in understanding and a complete standstill in speaking.

Most importantly perhaps is how those improvements contributed to closing the attainment gap between National Literacy Trust-supported schools and the rest of the country. In listening and attention, the gap closed from 14.5pp to 5.7pp, in understanding from 19pp to 7.2pp and in speaking from 14.7pp to 5.6pp. In every case the local authority also caught up with the national average.

Table 11: Percentage of children achieving at least the expected level in the underlying scores which make up communication and language 2017-2019

	2017	2019	PP difference
<i>Peterborough National Literacy Trust Hub supported settings: Listening and attention</i>	71.7	80.2	8.5
<i>Peterborough LA: Listening and attention</i>	81	83	2
<i>National average: Listening and attention</i>	86.2	85.9	-0.3
<i>Peterborough National Literacy Trust Hub supported settings: Understanding</i>	66.9	78.5	11.6
<i>Peterborough LA: Understanding</i>	79.8	82.2	2.4
<i>National average: Understanding</i>	85.9	85.7	-0.2
<i>Peterborough National Literacy Trust Hub supported settings: Speaking</i>	70.7	79.8	9.1
<i>Peterborough LA: Speaking</i>	79.9	81.6	1.7
<i>National average: Speaking</i>	85.4	85.4	0

Case study: Partnership with local providers to deliver a school readiness campaign

The link between the presence of the Hub and these outcomes is reiterated by findings from qualitative research. The Peterborough Reads campaign has been financed in partnership with the National Lottery Community Fund. As part of the evaluation requirements, the National Literacy Trust’s research team conducted focus groups and interviews in the local Spurgeon’s Honeyhill Children’s Centre to grasp the effect of the campaign on the local community.

The Head of Spurgeon’s Honeyhill Children’s Centre reported that the Hub manager has led the creation of a local steering group to champion best practice on how to improve school

readiness in the area. As a result of this partnership, the children's centre has been encouraging parents to attend National Literacy Trust school readiness events, has been running sessions to support parents, and has disseminated National Literacy Trust messaging in the centre. This messaging includes a school readiness leaflet which has top tips and sets out the five requirements of school readiness, as well as posters with simple messages about how parents can make chatting, playing and reading with their child part of their everyday routine.

Interviews with parents (n=10) tell us that these mechanisms have encouraged them to adopt positive behaviours in the home, which are known to promote school readiness. For instance, one mother told us that she has changed her bedtime routine as a result of the advice that she received in the children's centre:

“We now read every night before bed. At the centre we (parents) found out that what you do in the first two years of a child's life can affect their whole life.”

Other parents mentioned how they had attended a family event in Peterborough's Cathedral Square as part of the Peterborough Celebrates Reading campaign¹⁹ event, which was publicised by staff at the centre. The year-long campaign organised by Peterborough City Council, Peterborough Reads, Vivacity and City College Peterborough aimed to get children interested in books and more parents reading to their children from a young age through a programme of public events, competitions and more.

Furthermore, several parents told us that they found the messaging of the centre which told them about the benefits of reading and chatting to your baby very helpful.

These findings illustrate how the Literacy Hub can help communities improve their literacy outcomes by working closely with a local network of providers.

Analysis – what does this tell us?

Taken together, the findings make a compelling case that the National Literacy Trust Hubs are succeeding in helping children in some of the most deprived parts of the country improve their early literacy and communication skills. This is an important milestone in ensuring that all children are starting school in an equal position relative to their peers.

These data show:

1. Hubs can help settings close the early years attainment gap

National Literacy Trust Hubs deliberately targeted low-achieving settings in deprived areas to deliver tailored programmatic activity and campaigns. These settings received specific

¹⁹ For more information on the Peterborough Celebrates Reading event see:

<https://literacytrust.org.uk/news/we-launch-peterborough-celebrates-reading-campaign-cathedral-square-event/>

evidence-based programmes to increase practitioner skills and parental engagement, complemented by behaviour change campaigns to encourage positive literacy behaviours at home. Across all the data sets, these supported settings consistently improved at a faster pace than the national average, meaning that these low-performing settings experienced improvements within a two-year period that saw them substantially close the gap with average scores in the rest of the country.

2. The Hubs support and complement the work of local authorities

As mentioned, these setting-level improvements go hand-in-hand with improvements at the local authority level. In every instance, local authorities saw a rate of improvement in the percentage of children achieving the expected level in literacy and communication/language skills that was higher than the national average which, in turn, indicates that each of the three local authority areas with a National Literacy Trust Hub have to some extent caught up with the rest of the country during the period of delivery.

This may be explained by the fact that the Hubs collaborate closely with local partners such as children's services, library services, local business and other third sector organisations to mobilise the entire community behind their goal and design a place-based strategy. These strategies are then put into action by delivering an area-wide campaign through a variety of ways such as public events or messaging. In these three locations, there were also other early years initiatives which ran parallel to the Hubs' work. As such, the local team ensured that the Hubs programmes and campaigns were complementing these existing strategies and not duplicating the work.

Helping communities achieve specific goals

The theory tells us that place-based approaches, such as the National Literacy Trust Hub model, enable communities to identify and tackle localised issues in a more effective way, when compared to top-down schemes²⁰. This report supports this theory, as seen in data from the Bradford Hub.

In this case study, the Hub's senior steering group identified the gender gap in attainment as one of the major challenges facing the area. While the girls were achieving at a similar level to the national average, the boys in some areas were a long way behind.

To tackle this, programmes and campaigns needed to be aimed at young boys to make them more engaged in positive behaviours which promote early literacy alongside language and communication development. Using community assets, such as children's centres, the Hub was able to conduct extensive community consultations and qualitative research to explore the dynamics of these gender barriers. The main barrier seemed to be lower engagement from male carers and the lack of male reading role models. As a result the campaign disseminated messaging and resources in community spaces frequented by boys and male carers, such as rugby clubs and local barber shops.

²⁰ National Literacy Trust (2019), *Evidence base for place-based working*

Place-based solutions have an advantage over other approaches in their ability to identify circumstances which are unique to the area they are in. Bradford is an example of a Hub approach clearly identifying a problem, creating a targeted solution to address it and seeing concrete outcomes which remedy it.

3. The Hub model can help give children the best start in life

While the outcomes considered here were primarily concerned with the attainment level at EYFS, the impact of this will likely be felt throughout these children's lives. We have seen that before the delivery of Literacy Hubs a troubling percentage of the children in these communities did not meet the national standards for early literacy and communication (meeting expected levels across all EYFS metrics). This is not surprising given that research suggests that by the age of five, children from the poorest families are an average of 19 months behind children from the richest families in their vocabulary²¹.

When combined with the knowledge that children who struggle with language at age five are likely to be lagging behind in their communication throughout primary school, it is clear how important early years literacy attainment is for future life chances²².

Research has shown that in these critical phases of development the most effective route is to improve the home learning environment, by increasing parental understanding and awareness of how best to support their child's learning²³. Therefore, since the Hubs are a community-based model that also operate in early education institutions, it can be argued that they are best placed to support local families in a holistic way.

Conclusions and next steps

This report highlights the outcomes of the National Literacy Trust Hub model on early literacy attainment by presenting improvements in EYFS data across different Hubs and different years. This evidence suggests that Hubs played an important role in supporting local authorities to improve early years provision. Across every data set, local authority improvements in early years outcomes were higher than improvements seen in the national average. The role of the Hub in this outcome is evidenced by the fact that settings supported by programmes and campaigns saw an improvement that was even greater than the surrounding local authority. These findings suggest that the Hub model, characterised by a mix of strategic partnerships, community campaigns and targeted programmatic activity, can generate a substantial improvement in the literacy levels of the community.

²¹ The Sutton Trust (2012) [The Social Mobility Summit: Report of the Summit held at the Royal Society London 21-22 May 2012](#)

²² University College London, Institute of Education, on behalf of Save the Children (2016) [EARLY LANGUAGE DEVELOPMENT AND CHILDREN'S PRIMARY SCHOOL ATTAINMENT IN ENGLISH AND MATHS: NEW RESEARCH FINDINGS](#)

²³ National Literacy Trust (2018) *Improving the Home Learning Environment*

Breaking the data down by area, this report showed Middlesbrough and Peterborough making particularly large steps in catching up with the national average in early literacy attainment. Settings supported in Peterborough, in particular, saw a rapid improvement at a time when the national picture remained static. In Bradford, National Literacy Trust settings saw improvements in both years of delivery. The Hub also succeeded in achieving one of its main strategic priorities: reducing the gender gap in supported settings.

In sum, this investigation gives a good indication of the positive outcomes achieved by the National Literacy Trust Hubs. Additional research is required to fully understand the impact of the Hubs and look at their impact in different locations with different priorities.

Special thanks

We would like to thank Dr Sara Bonetti from the Education Policy Institute for taking the time to review this report. Your feedback and insight was greatly appreciated.

About the National Literacy Trust

We are a national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

Visit literacytrust.org.uk to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

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Suggested reference for this report is: Cappellini, C., Gilbert, L., Hardy, H. and McCann, H. (2020). The impact of the National Literacy Trust's place-based approach on literacy outcomes in the early years. London: National Literacy Trust.

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Appendix 1: Methodology

This research outlines the success of the National Literacy Trust's Hub model by emphasising the improvements over time at Early Years Foundation Stage (EYFS). It does so by comparing performance of schools which have early years support from the charity, to different benchmarks. The analysis employs data from n=48 settings ranging between 2013 and 2019.

This evaluation analysed the same attainment metrics across different localities and time, to evidence a pattern of improvement across all areas which received support from the National Literacy Trust.

All of the data used in the analysis was obtained from official Department for Education EYFS statistics. The setting level data was obtained by working with the individual local authority data and information team, whilst the national data was exported from the Local Authority Monitoring Tool²⁴. The data offers a pre and post-comparison by looking at attainment levels in settings before engaging with the National Literacy Trust and after receiving programmatic activity and campaigns.

This report showcases early years attainment in these three specific areas for two reasons: firstly, early literacy and communication was a shared goal across many of our Hubs. The National Literacy Trust Hub model aims to deliver literacy outcomes through place-based solutions. Due to the nature of the place-based approach all of our 10 Literacy Hub have different priorities to suit different local needs. However, early years attainment was a common goal amongst many of the areas we worked in, which offered a good opportunity to evidence the impact of the model on attainment. Secondly, these three areas were the first established Hubs, founded in 2013. This enabled us to look at historical trends.

EYFS is a focus of the Hubs because there is evidence which suggests that children from disadvantaged communities can enter formal schooling with a vocabulary level that is 18 months behind their privileged peers. This is a gap which is difficult to close throughout their school life. Reaching the expected level at EYFS is important for children to ensure they are ready to start schooling and can progress at a similar rate to their peers.

Performance of the Hub schools is judged on relative improvement of these schools over the time period, rather than absolute scores. National Literacy Trust Hubs, by definition, target disadvantaged areas where scores in EYFS are below national averages. Success is measured by comparing percentage point improvements in Hub-supported settings and the local authority and comparing them with improvements to the national average to understand whether the Hub areas are catching up, and how quickly.

The schools directly supported by National Literacy Trust programmes, and listed as National Literacy Trust Hub-supported settings, can be seen below:

²⁴Department for Education, Local Authority Interactive Monitoring Tool
<https://www.google.com/search?q=local+authority+interactive+tool&oq=local+autho&aqs=chrome.1.0j35i39j69i57j0l5.2688j0j7&sourceid=chrome&ie=UTF-8>

Peterborough	Bradford (YR1)	Bradford (YR2)	Middlesbrough (YR1)	Middlesbrough (YR2)
Total 4 4.5% of LA settings	Total 8 4.8% of LA settings	Total 12 7.2% of LA settings	Total 11 20.4% of LA settings	Total 13 24% of LA settings

Appendix 2 GLD: outcomes

The trends seen in literacy and language and communication are echoed by the trends in another more holistic EYFS score, good level of development (GLD). It is positive to note that the communities targeted by the Hubs saw improvements both in early literacy and communication, and more generally in the percentage of children achieving GLD at the end of Reception.

A good level of development (GLD) is a measure that indicates whether a child is achieving the expected level of development across: communication and language; physical development; personal, social and emotional development; literacy and mathematics according to national EYFS measures. It is a good indicator that the child is at the level expected in their first year of schooling.

GLD in Middlesbrough

As mentioned in the previous section, in the period between 2013 and 2015 the Middlesbrough Hub conducted extensive work with local partners to deliver programmes and campaigns to ensure that more children were starting school with the necessary skills. The outcomes of these joint efforts are reflected in the data. The Hub's work complemented the council's efforts to improve school readiness such as the Middlesbrough Incremental School Readiness Model.

As seen in Table A2, the local authority saw a 19.2 percentage point (pp) increase in the number of children achieving a GLD (38.2% - 57.4%), which means that the GLD attainment gap reduced between the local authority and the national average, from 13.5pp in 2013 to 8.9pp in 2015.

Table A2 suggests that settings supported by the National Literacy Trust saw improvements in their EYFS scores over and above those seen at a national level. In schools that had been supported by National Literacy Trust programmes and campaigns, the percentage of children achieving GLD doubled in two years (26.9%-53.8%). This increase helped to halve the gap to the national average from 24.8pp in 2013 to 12.5pp in 2015.

Table A2: Middlesbrough Year 1 (2013-2015)- % children achieving GLD

	2013	2015	PP difference
Middlesbrough	26.9	53.8	26.9

National Literacy Trust GLD			
Middlesbrough LA GLD	38.2	57.4	19.2
National average GLD	51.7	66.3	14.6

After having trialled the approach with an initial group of settings, new settings were recruited in 2015²⁵ (Table A3). When comparing the performance of these settings in 2015 to 2017 we can see that the percentage of children achieving GLD went up by 7.2pp, from 55.4% in 2015 to 62.6% in 2017. This increase led to a reduction in the attainment gap to England from 10.9pp in 2015 to 8.1pp in just two years.

Table A3: Middlesbrough Year 2 (2015-2017)- % of children achieving

	2015	2017	PP difference
Middlesbrough	55.4	62.6	7.2
National Literacy Trust GLD			
Middlesbrough LA GLD	57.4	63.2	5.8
National average GLD	66.3	70.7	4.4

GLD in Bradford

The GLD data from Bradford also evidences how the Hub together with other local partners played a role in improving early years outcomes for young children. The effect of the Early Literacy Partnership programme and campaign complemented by other local programmes helped Bradford catch up with the rest of the nation.

Table A4 shows the percentage of children achieving GLD in settings which were targeted by the Hub increased by 8pp (44.9%-57.95%); double the rate of improvement of the local authority, which was 4pp (62.2%-66.2%). But both the local authority and the Hub-supported settings improved faster than England as a whole, which saw a modest 3pp increase in the number of children achieving GLD (66.3%-69.3%).

Table A4: Bradford Year 1 (2015-2016)- % of children achieving GLD

	2015	2016	PP difference
Bradford	49.5	57.95	8.45
National Literacy Trust GLD			

²⁵ Four schools were supported consistently from 2013-2017

Bradford LA GLD	62.2	66.2	4.0
National average GLD	66.3	69.3	3.0

In the second year of delivery this trend was sustained (see Table A5). Between 2015 and 2017 the percentage of children achieving GLD in Hub-supported settings grew from 55.4% to 62.6%, a 7.2pp increase. The Bradford local authority also improved in this outcome by 5.8pp (from 57.4%-63.2%). Both of these improvements are greater than the improvements seen at the national level, which went from having 66.3% of children achieving GLD in 2015 to 70.7% in 2017.

Table A5: Bradford Year 2 (2015-2017)- % of children achieving GLD

	2015	2017	PP difference
Bradford	55.4	62.6	7.2
National Literacy Trust GLD			
Bradford LA GLD	57.4	63.2	5.8
National average GLD	66.3	70.7	4.4

GLD in Peterborough

Finally, data on GLD in Peterborough shows how the Hub played a part in improving levels of school readiness in the local area, and how targeted settings saw an even starker improvement in their statistics. This is noteworthy given the fact that the aim of the Peterborough campaign extended beyond literacy, and the aim of the initiative was to increase the levels of school readiness across the area. As seen in Table A6, in between 2017 and 2019 the Peterborough local authority's improvement was particularly noteworthy given that the national average plateaued during the period (at 70.7%). Peterborough local authority's 1.5pp improvement (63.1%-64.6%) saw the attainment gap with the national average narrow from 7.6pp in 2017 to 6.1pp in 2019. It is interesting to see that settings specifically targeted by the National Literacy Trust programme and campaign model saw a much more substantial improvement. In fact, these setting went from having 51.25% of children achieving GLD at the end of reception in 2017 to 62.3% in 2019, an 11.3pp increase.

Table A6: Peterborough (2017-2019)- % of children achieving GLD

	2017	2019	PP difference
Peterborough	51.25	62.5	11.3
National Literacy Trust GLD			

Peterborough LA GLD	63.1	64.4	1.5
National Average GLD	70.7	70.7	0.0

In sum, the findings from the GLD data are consistent with the findings from the other data on literacy and language and communication. We see a consistent improvement in the areas which are served by the Literacy Hubs, and specifically we see that settings within these areas were able to achieve particularly marked improvements.