



Our impact

July 23 – June 24

Together we can raise
every child to thrive.



thriveatfive.org.uk

Charity number 1195059

Welcome

Thrive at Five's vision is a society where every child can thrive and achieve their potential.

Our mission is to help children develop strong foundations for life and learning, in and alongside communities where families face the most challenges.



There has never been a more important time to focus on improving early childhood outcomes, particularly in areas of high deprivation and disadvantage. More than one million of the four million plus children living in poverty in the UK are babies and children under the age of five, and poverty has risen faster in the last decade for children in these families than for those with older children¹. The pressure this is putting on families with young children is enormous, and when parents cannot access services and support, they find themselves isolated, alone, and less able to provide their children with the nurturing care and experiences they need to thrive.

But there are things we can do to change this.

Our place-based teams work in partnership with these communities – those experiencing the highest levels of disadvantage. We seek to act at the earliest stage possible to lay strong foundations and prevent problems arising later in life. To do this, we focus on specific outcomes which are critical to children's development. We are guided by the communities we work in; families, services, voluntary organisations and many others who play a supporting role. Our activities are guided by data and evidence of what works as we test, learn and refine our approach in different areas. The Thrive at Five Playbook captures our learnings of what works best, to enable us, over the coming years, to have the greatest impact in the areas that need it most.

There have been many highlights from the past year, but a few stand out. Working alongside our many partners, hundreds of parents and carers in Stoke-on-Trent who had nowhere to go with their babies and toddlers have been welcomed into play spaces in their communities, taking up opportunities to connect to each other as well as access services and professional support. Children who were the most behind

with their speech and language in nurseries and reception classes have had support that was not available before, resulting in significant improvements in their skills and confidence. We are thrilled that this year's data shows that, in the schools we have been partnering with, the percentage of children achieving the expected level of development in communication and language has increased compared to the two previous years. This includes those whose development was of most cause for concern.

“For a relatively small investment you get a massive bang for your buck. It's one of the best value investments that I've made in my time here in terms of the return that we gained, one of the best decisions I've made.”

Jon Rouse, City Director, Stoke-on-Trent City Council, and Thrive at Five's first Local Authority partner

We have also expanded, launching our second programme in Redcar & Cleveland, giving us the opportunity to test and refine our learnings from Stoke-on-Trent. Our six-month, deep dive discovery gave us a rich understanding of the issues, needs, local assets and views of the local parents, carers and professionals. With this knowledge, we are working alongside our new partners to co-design the most impactful solutions for the community and create strong and trusted relationships that we know are vital to make a difference to children's futures.

As we move into our fourth year as a charity, ready for new partnerships in new places, we are proud of our growth, learning and progress so far. This progress reflects the joint efforts of so many local partners – families, local faith and community organisations, early years practitioners and health visitors, nurseries and schools. The impact we have seen is a testament to what is possible when communities work together in a more joined-up way and shows that it takes a village to raise a child. It is also thanks to all those who have supported this work, their generosity and shared vision. We are so grateful for them joining us on this journey.

With the Government having set out an ambitious target to ensure 75% of children are ready to learn by the age of five, there is much to be done. If we hope to achieve this, we must lean into and support the areas facing the most challenges. And our work is already showing that, by working closely with parents and strengthening the early years system, it is possible. And we aim to harness this – to use the learning and insight we are gathering to turn our placed-based model into one which can be scaled. This way we can support the many children across the country who need it most.

We hope this impact report gives you an insight into how we're doing this, and inspires you to join us to help raise every child to thrive.

Aida Cable

Aida Cable Chief Executive

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The challenge

In 2023, it was reported that over half of all children on free school meals in England did not reach expected levels of development by the end of their first year in school, compared to nearly three quarters of their peers².

In the same year, a national survey of primary school teachers reported that, on average, more than a quarter of children aged four or five had arrived for their first year in reception not 'ready for school'. Some children struggled to play or share with other children, could not hold a pencil, or were not toilet trained³. This is most likely to be the case in areas where children are experiencing high levels of poverty and deprivation.

In England, a child's development at age five is tracked using school data. The Good Level of Development measure, captured at the end of children's first year in school through the EYFS assessment, covers literacy and mathematics. This is both an indicator of their development so far and of their future trajectory. The data shows that when children are behind in their development by the age of five, the gap between them and their peers continues to grow as they get older.

At Thrive at Five, we use this same data to measure the impact of our work in England to support development of children in their early years. Our aim is, over time, to increase the number of children achieving the expected level of development by the time they are assessed. We know that the experiences and relationships children have from pregnancy to five shape their development and provide the foundations they need to thrive in later life. However, opportunities to provide support for parents, carers and children during these early stages are often missed. Improving outcomes for children in their earliest years not only gives them the best chance to thrive and fulfil their potential as adults, but also is a critical way to create lasting change for generations to come.

The growing need for support for young children is putting relentless pressure on the community and voluntary organisations, practitioners and systems around parents and carers. More than half (57%) of nursery and pre-school staff and more than a third (38%) of childminders are considering quitting the early years sector⁴. Health visitor workforce numbers fell by more than 40% in England from 2015 to 2023⁵.



>50%

of all children on free school meals in England did not reach expected levels of development by the end of their first year in school

What we do

Parents and carers are the first and most important influence on the development of babies and children. So, for babies and toddlers to thrive, parents and carers themselves need to be supported by their communities and the early years system.

Effective support for parents requires a system of joined-up services, shaped by parent's voices, evidence and data. It requires a strong workforce with the knowledge, skills and resources to support families, and stronger links between services, parents and carers, and the community.

That's where we come in. Thrive at Five works alongside local partners from the public, private and voluntary sector to help them provide more effective support and to build trusted relationships with parents and carers, now and for the long-term. Acting as a backbone organisation for early years provision, we build trust with and between local families and the early years system and help draw them to Family Hubs, other services and schools where they can be supported by professionals. We were delighted to see the power of our approach – “the backbone [organisation] for Early Years provision” – referenced in the recent Centre for Social Justice report⁶.

We focus on five outcomes that are critical to children's development in their early years.




[Click to download the 2024 Interim Report from The Centre for Social Justice >](#)

With our partners, we co-design and deliver activities that are shaped to meet the needs of the local community and which target these five outcomes. All our activities are informed by evidence, and we support partners to ensure that the impact of these is measured using the most relevant data. We work hard with our partners to engage all parents and carers in the places we work, but also to find ways to improve and strengthen the early years system and practice so we can benefit as many children as possible.

“Thrive at Five is taking us on an amazing journey, the children and the families in our community are benefitting, there is no doubt about it. I pledge to keep the magic alive.”

Reception teacher, Eaton Park School, Stoke-on-Trent

54

more practitioners and
volunteer students
trained to support
parents, carers and
children

1800

parents talking together
and being provided
support on Thrive at
Five's Facebook
support groups

51%

reduction in the number
of nursery school age
children with significant
language delays from
39% to 19%

5x

more parent, baby
and toddler groups



Shaping early childhood
development together
in Stoke-on-Trent >

Thrive at Five supports approximately 2500 children aged five and under in each of our two current pathfinder areas of Stoke-On-Trent and Redcar & Cleveland, along with their parents and carers and the whole community around them.

In Stoke-on-Trent we focus on the electoral wards of Bentilee and Abbey Hulton. Stoke-On-Trent is the 12th most deprived authority area in England: 39% of children in the ward of Abbey Hulton are living in poverty, as are 36% of children in Bentilee, with household incomes 60% below the national average. We first started working in the area in 2021, and since then we have seen significant progress towards a number of our intermediate outcomes.

70%

of our schools saw
more children on free
school meals achieving
the expected level
of development in
early language and
communication by the
end of 2024
(as measured by the
Early Years Foundation
Stage Profile)



“The strength in parent, baby and toddler groups means that parents’ relationships and parent perceptions of school is different. I would say some of our strongest parent engagement is with children that aren’t ready for school because parents are coming in and bringing their children at the earliest opportunity... For some parents, schools are now more of a community point. They know staff within schools, they know people within the hubs, they’ve got somewhere to go to... they know where to go.”

System Leader

OUTCOME SPOTLIGHT

Early language and communication

“I worked with a little girl who suffered with selective mutism. From the moment I sat down with the group, I could tell we had made a connection. Her smile told me this, no words needed. I would collect her from the classroom in silence, with not even a hello, but by reducing her anxiety, this little girl began to talk and I found it hard to stop her sometimes! Her anxiety switched her voice off in social situations, but within our little group she felt confident to speak out.”

Jacqueline Thedens, NELI and Staffordshire University Student

Nuffield Early Language Intervention (NELI)

Good early language and communication skills mean young children can express their needs and feelings and can interact with other children and adults. These skills are also key to helping children learn to read. When children don’t have these skills, it impacts other areas of their development such as school readiness, putting them behind their peers from the start of school.

In our Stoke-on-Trent community, over a third of reception children in the seven schools we work with were below the expected early language and communication skill level for their age. We have seen a transformation in outcomes by providing capacity for careful implementation of NELI.

Working closely with the schools and University of Staffordshire, we looked for ways to help. We knew that NELI is proven to be effective in improving reception-age children’s early language, communication and speech skills. However, due to the overwhelming number of children in their classes who weren’t meeting developmental markers, teachers simply didn’t have the resource to provide extra support and interventions for all the children who needed it. Thanks to a collaborative university and supportive staff in our partner schools, we recruited and trained students from the university to deliver NELI to children who needed extra support, which they are continuing to do so to this day.

The response from the school staff, students and children involved in this new initiative has been overwhelmingly positive. Every child was screened at the beginning of the school year and every child that needed support received it. Overall, 97% of children who received NELI improved their communication skills, and there was a 62 percentage point increase in the number of children whose language skills were developing as expected.

With our support the schools, who are managed by different Trusts, have also collaborated for the first time to co-fund two peripatetic staff. They work across all seven schools to support the students and ensure the high-quality delivery of NELI, and the project has secured support to be delivered for a third year in 2024-25.



[Click to read about Nuffield Early Language Intervention: Second Year Evaluation >](#)



62%

percentage point increase in the number of children whose early language and communication is now developing as expected, including those who were most behind

“Thrive at Five were entirely focused on that 0–5 cohort, of course, but their ambition was much wider than that... they were completely committed and open to this bigger, more holistic change in society really, and the way services deliver for children and families, and the way we come together as services for children and families... Their approach was absolutely rooted in partnership.”

System Leader

OUTCOME SPOTLIGHT

Strong parent-child relationships

“The sessions are broken down into easy-to-understand strands and give specific activities to support each section, and they can be done with things you will have at home. Parents and carers can share their ideas and things that have worked well or not worked quite as well. I feel this helps to build up their confidence in their own abilities too and empowers them to help others.”

Mandy, Group Leader in parent, baby and toddler group, Stoke-on-Trent

Parents as Early Education Partners (Peep)

The Parents as Early Education Partners (Peep) Learning Together intervention has a 20-year track record of helping children and parents to achieve their potential and is on the Department of Education approved list of interventions for use in Family Hubs and the Start for Life programme. This year, we've funded training and supported the development of 20 practitioners to deliver Peep sessions in parent, baby and toddler settings.

Peep groups are small, informal sessions run by trained leaders in local settings. Each fun-filled session is designed to raise awareness and model how singing, talking, playing and sharing books and stories helps to strengthen parent-child relationships and develop children's listening, talking and later literacy.

Because Peep sessions are flexible, practitioners can tailor the length and content to the needs of the families taking part.

Our pilot work using Peep included pop up sessions in the community run by our Peep coordinator – in GP surgery waiting rooms, at pregnancy scan clinics, in soft play centres and in local chemists. A structured session has been running at one group, Babbling Babies, helping practitioners to learn what works best in our community.

With all the training completed this year, practitioners will roll out Peep sessions next year to all 13 parent, baby and toddler groups in Bentilee and Abbey Hulton, as well as in school and nursery settings for under-fives.

“My daughter has come on in leaps and bounds from the groups. She was such a shy little girl but coming to these groups and the staff being so welcoming and friendly has made a massive impact on her – she's now outgoing and very bubbly.”

Parent of pre-school child, Stoke-on-Trent



20

practitioners funded and supported to deliver Peep sessions in parent, baby and toddler settings this year

Unlocking the power of parents

Parents and carers are at the heart of what we do. Their voices guide our work and their actions are key to their children's early years experiences – experiences which will shape their development. We want to work with as many parents as possible, alongside our partners, so we can transform the outcomes of many more babies and children.



Parent Connectors are giving life-changing support to families. [Click to read Nina's story >](#)



Hear from some of our parents in Stoke-on-Trent and what has made a real difference for them >

thrive at five

Adam
Father

Adam's story

The past year for Adam, a proud dad to a one-year-old and who is also currently expecting his second child, has been difficult. Adam's first-born son had to spend time in the neonatal intensive care unit when he was born, which is so hard for a new parent. Adam's partner started attending Thrive at Five's parent baby and toddler groups and managed to get Adam to come along on one of his days off work. At the first group Adam was very nervous, especially as the only dad in the room, but soon felt at ease thanks to our Thrive at Five Parent Connectors.

Now, Adam regularly brings his son to the groups on his own, promotes the groups to other families to encourage them to attend and acts as a mentor to new attendees. He said attending the groups has helped his confidence, improved his mental health and has provided access to purposeful activities and high-quality resources for his son's development. Adam's confidence has grown so much that he volunteered to speak to over 70 practitioners at Thrive at Five's 'Parents Thriving in the Early Years' event. He shared his experiences, challenges and explained how parents would like to engage with professionals.

Thrive at Five Parent Connectors

It takes time, consistency and perseverance to create trust with parents and carers in communities. So, we created a role specifically to do this – the Parent Connector. Our Thrive at Five Parent Connectors are listeners, advocates and influencers who help us to engage with parents and carers of babies and toddlers. They meet parents where they are in the community – in GPs clinics, in shops and at the school gate. They are trusted community members who are often known by locals and understand at first hand the challenges that families face.

By providing a consistent and visible presence in the community, our Parent Connectors are helping parents and carers feel more comfortable talking about family life and how their children are developing. This means they can help identify issues, provide practical help and guidance by signposting to support services like parent, baby and toddler groups or food banks and can seek advice through other professionals. Using their knowledge of what parents want and need, Parent Connectors are helping to shape the way we and our partners engage with parents.

Our Thrive at Five Parent Connectors are listeners, advocates and influencers who help us to engage with parents and carers of babies and toddlers



Parent to Parent Connector – Danika’s Story >



Baby showers

Through the conversations our Parent Connectors were having in Stoke-On-Trent, we quickly realised that there was a need for more engagement with parents during pregnancy and in the first months after birth.

So, at the Bentilee Family Hub, partners from the local authority, breast feeding advice network, the National Literacy Trust, health visitors and sexual health advisors came together with Thrive at Five to host our first baby shower event.

Our first new, and free, baby shower event for pregnant and new mums welcomed 33 families to celebrate pregnancy, take part in activities and meet practitioners who could answer questions about every early step on their parenting journey. It also gave us the chance to share details about support, information sources, groups and activities for parents and young babies in the area. The event was so well attended and received that we are working with partners to embed regular baby showers in our wards. They are also proving to be an effective way to connect parents with the wider system of support available, with many going on to attend other parent, baby and toddler groups.

“I had a great time at the baby shower. Having somewhere to go with all of the information at once was so helpful – I didn’t have to search for everything myself. I really enjoyed the Babbling Babies taster and can’t wait to come once she is here.”

Jodie, Mum-to-be, Stoke-on-Trent



Listening to parents

It's amazing to see this work to connect with parents and carers starting to pay off.

Our 2021 survey of parents in Stoke-on-Trent received 39 responses. Three years later, in 2024, by harnessing the reach of partners and building trust through our Parent Connectors to encourage participation, we received 511 responses. Over 200 of those parents have also signed up to share their views in the future. We have shown how relationships are strengthened and engagement increased by listening and acting on what we hear.

LISTEN

When we started working in Stoke-on-Trent, we surveyed parents about their needs and the support they received. These early conversations with parents revealed that **over 50% never or rarely met up with other parents**. They spoke of loneliness and isolation.

RESPOND

With schools and community partners, **we launched ten extra parent, baby and toddler groups, so that in 2023-24, many more parents have somewhere to go regularly** to meet other parents and practitioners. These are welcoming, non-judgmental spaces with food and toys.

Thrive at Five has also funded equipment, supported the practitioners who lead the groups to deliver activities that promote purposeful play and early development, and helped them to promote the groups. This includes specialist groups such as Babbling Babies which is focused on 0-12month olds, and we have successfully brought together the local authority with other local partners to expand this provision within our wards. We are now due to launch another specialist Babbling Babies group in Abbey Hulton in early 2025.

511
parents responded to
our 2024 survey

LISTEN

Parents told us that when they do receive information, it's not always helpful:

- 35% of parents reported finding that information is too general, hard to find and sometimes contradictory.
- 44% said that the information made them worried that they weren't doing enough.
- 60% said that fear of being judged for this might stop them asking for help, highlighting a key issue that we need to address with our partners working in the early years system.

RESPOND

We've shared our research findings with local partners so they can use these insights. **Parent Connectors are bringing parents together, connecting them with professional support, and guiding them to the information and resources they need.**

LISTEN

Parents and carers reported that they have less information about how best to support their children as their child gets older. **Over half (56%) of parents said they are not sure what being 'school ready' looks like.**

RESPOND

Parents and carers that regularly attended parent, baby and toddler groups reported feeling better informed and supported. We and our partners will continue to champion these groups so as many people as possible know about them and can take part. We also worked with schools over the summer on a campaign to increase awareness of what school readiness means and to signpost parents to support.

Improving the early years system

On our journey we have walked alongside a passionate and dedicated early years workforce. These are people who care deeply about the work they do for children and their families.

But the early years system is under pressure from increasingly complex family needs, particularly in areas experiencing high levels of disadvantage, and isn't always able to give families the level of support they need.

Challenges in the system can often prevent a joined-up way of working which is informed by parent's voices, evidence and data. Thrive at Five provides capacity and resource to help enable the system to be able to better collaborate to tackle challenges, share resources and track the impact of these joined-up efforts to support babies, children and their families.

"Giving children the best start in life was a key priority and we knew we needed to do things differently. That's why we were keen to work with Thrive at Five – to explore a different approach that could enable us to join up our system better and achieve more from the assets, strengths and collaboration within the community."

Kathryn Boulton, Former Corporate Director, Children and Family Services, Redcar & Cleveland Borough Council

Easter play and read event

Part of our approach is to identify and involve organisations and services that aren't currently engaged with early years support, but who could make a real difference. We hold community events, open to all families, to provide opportunities for these organisations to see the power of engaging with parents and how they can have a real impact for the youngest children in their area.

Our Easter play and read event in Stoke-on-Trent welcomed over 200 parents, carers and children, 43% of whom had never attended one of our events before. They heard stories from the team at the New Vic Theatre and enjoyed arts and craft activities led by our friends at Stoke-on-Trent College, EPIC Housing and Alpha Academies Trust. The National Literacy Trust gave away free books. Many other local organisations attended, offering a chance for us to connect them with parents and carers who would benefit from their support.



>200

parents, carers and children came long to Easter Play and Read

Harnessing the power of data

Armed with the right data, the early years workforce can intervene as soon as problems are identified, and can better assess the impact of interventions delivered to provide support. Senior leaders can use aggregated data to understand trends and measure system change. Crucially, everyone in the system can better measure parent’s wellbeing, the strength of parent-infant relationships and children’s development.

“Having Family Hub, MAT and Thrive at Five coming together has created a cohesiveness and network that has been far more impactful than if these things were operating in silos. Thrive at Five has shown how different institutions can work together and create a cohesive strategy that’s got a good evidence base and impact data.”

System Leader

Working with health visitors

One way we’ve begun to improve the system is by supporting the local health foundation trust and health visitors to collect new data during their assessments of babies and toddlers to provide a more accurate and in-depth picture of parent and child needs. Well-trialled questionnaires, recommended by early years experts, are shared with parents on a tablet and recorded by the health visiting team. The data is then uploaded to the central data system so it can be accessed and tracked by other health practitioners.

The next step will be to support data sharing between services to enable easier referrals and sign-posting to additional support where necessary. We aim to help our partners build a system that is aligned and uses shared insights.



Click to read more about working with Health Visitors to unlock the power of parents >





Strengthening the system and improving practice

By investing in evidence-informed activities and supporting effective implementation, including best practice approaches to reaching and engaging parents, we are constantly supporting the development of early years professionals. We aim to sustain and scale strengthened practice and support for generations of children to come. This means working with the next generation of early years professionals, as we are doing, for example, through our partnership with University of Staffordshire. It means sharing knowledge through new communities of practice. And it means bringing early years professionals together to train and learn from the experts. By offering a combination of joint learning opportunities and co-designing of local initiatives, we

are supporting local organisations and partners to connect with each other and strengthen working relationships. And we are providing the support needed to work more effectively and efficiently at a time when there is limited capacity in the system to work in a different way.

“Before Thrive at Five, professionals didn’t talk to each other. Things weren’t advertised properly. Things were being missed all the time. Whereas now we are out there getting the parents and children supported.”

Mandy Sherwin, Family Support Worker, Alpha Academies Trust

Parents Thriving in the Early Years conference

Over 70 professionals from local schools, nurseries, healthcare teams, community organisations and the local authority joined national early years experts to talk about what they do and discuss opportunities to work together to support parents better. For many, it was a rare opportunity to connect with others from across the system who work with local parents and children in different ways.

We also involved local parents, who shared their experiences and talked about how they would like to engage with professionals and services.

Insights from research and other initiatives help us collectively provide evidence-based care – we welcomed expert advice from The Centre for Early Childhood’s Sally Hogg on the importance of parent-infant relationships and insight on effective parent engagement from Better Start Blackpool’s Colin Smy.

“It’s moments like this where we can really see the power of what we do when we come together, with Thrive at Five, as a whole community of practitioners, parents and with the local authority, to collectively impact children’s outcomes in Stoke.”

Aida Cable, Chief Executive Officer, Thrive at Five

433

We have worked with 433 professionals across 31 organisations in Stoke-on-Trent



[Click to read more about the Parents Thriving in the Early Years conference >](#)



[Watch our highlights from the conference here >](#)

Looking forward

As we look to the next year, there is much work to be done to ensure that children in some of the most deprived places are receiving the care and support they need to thrive by the age of five.

Having secured an extended commitment to working together from Stoke-on-Trent City Council – our first local partner, our focus will be to ensure our approach is sustainable while continuing to increase our impact across Bentilee and Abbey Hulton, and then scaling the work across the city.

Launching Thrive at Five in Redcar & Cleveland this year marked an important milestone in our journey, and we are excited to have co-designed the first projects with our partners and parents over the past few months. As we refine the Thrive at Five approach, ready for national scaling, we are excited to be planning the launch of two new programmes, one in the North East and another in Scotland.

Each of our programmes feeds into the others, using lessons and best practice to hone and strengthen our work in a ‘test, learn and refine’ approach. To capture this and enable us to apply and roll out our model and approach nationally, we are creating the Thrive at Five Playbook; a document detailing what has worked well in different contexts and situations, ways to do things more quickly and efficiently and how to avoid pitfalls and problems. It will be an ever-evolving and rich resource,

including practical tools, case studies and reflections that will enable Thrive at Five teams to make an impact more quickly in future target areas.

Our plans are ambitious and will see us increase our efforts to continually improve and increase our impact. In doing this we will hone our expertise, expand our work and, we hope, contribute to a tipping point towards improvement in the early years system. Most importantly, we want to see many more children achieving better early years outcomes so they can go on to thrive.

“National and local Thrive at Five leaders have disrupted and said ‘come on, we need to be working together’. I think there’s been some boldness there... There’s honesty in where the issues are. They are willing to have the conversations that perhaps sometimes we don’t have about where the need is, what the problem is and the necessity to work together.”

Workstream Staff



Thank you

Collaboration is everything to us at Thrive at Five

We're in awe of the dedicated early years professionals and all those in our local communities working every day to make a direct difference for families.

We're honoured to work alongside so many volunteers, parents and carers who give up their time, understanding, experience to improve outcomes in and for their community.

We're inspired by the expert insights, research and knowledge that our professional and academic partners share to inform our work.

We want to say a huge thank you to you all. It takes a village to raise a child and we couldn't do any of our work without you.

Our supporters

We're incredibly grateful to the individuals and organisations who provide funding and resources to enable our work and empower our network. We want to say a huge thank you to all those who have supported our work, including the following in 2023/2024:



A big thank you to our Trustees and Advisory Council, who challenge and inspire our thinking, and hold us accountable for delivering outcomes that have a tangible, positive impact on babies and children, now and for life.

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The Breastfeeding Network
The Newman Catholic Collegiate (Our Lady & St Benedict Catholic Academy)
Tiny Toez @ Treehouse Day Nursery
University of Staffordshire
VAST
Woodsmith Foundation
YMCA North Staffordshire





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⁶ Family Hubs: an interim review – The Centre for Social Justice

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