

Last reviewed: July 2016

Intervention website: [www.peeple.org.uk](http://www.peeple.org.uk)

# GUIDEBOOK INTERVENTION INFORMATION SHEET

## Learning Together Programme – Foundation Peeps 3s Level

Please note that in the ‘Intervention Summary’ table below ‘child age’, ‘level of need’, and ‘race and ethnicities’ information is **as evaluated in studies**. Information in other fields describes the intervention as **offered/supported by the intervention provider**.

Intervention summary	
<b>Description</b>	The Learning Together Programme – Foundation Peeps 3s Level is an early learning intervention for families living in disadvantaged communities with a child between 3 and 4 years old. It is delivered by two early childhood professionals to families in a group of up to eight families for 33 sessions over one year.
<b>Evidence rating</b>	2+
<b>Cost rating</b>	1
<b>Child outcomes</b>	<ul style="list-style-type: none"><li>• Enhancing school achievement and employment<ul style="list-style-type: none"><li>- Improved speech, language, and communication</li><li>- Improved early literacy</li><li>- Improved early numeracy.</li></ul></li><li>• Supporting children's mental health and wellbeing<ul style="list-style-type: none"><li>- Improved self-esteem.</li></ul></li></ul>
<b>Child age</b> (population characteristic)	3 to 4 years old
<b>Level of need</b> (population characteristic)	Targeted Selected

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Intervention summary	
<b>Race and ethnicities</b> (population characteristic)	Not reported
<b>Type</b> (model characteristic)	Group
<b>Setting</b> (model characteristic)	<ul style="list-style-type: none"><li>• Early years setting</li><li>• Community centre.</li></ul>
<b>Workforce</b> (model characteristic)	Early childhood professional – group leader and group assistant
<b>UK available?</b>	Yes
<b>UK tested?</b>	Yes

## Model description

The PEEP Learning Together Programme by Peeple is for parents with a child between birth and age 5 living in disadvantaged communities. Foundation PEEP for 3s is for families with a child between the ages of 3 and 4 years old.

PEEP for 3s is delivered by two early childhood professionals (a group leader and a group assistant who have received the PEEP training), who run a weekly group for up to eight families over 33 sessions over a year. During these sessions, parents learn skills aimed at supporting their child's social and emotional development, communication and language, early literacy and numeracy, and health and physical development. The content of the sessions is based on the ORIM framework:

- Opportunities to learn
- Recognition and valuing of their early achievements
- Interaction with adults in learning situations
- Models of literacy and numeracy behaviours, learning strategies and dispositions from adults.

In the first part of the sessions, parents discuss the theme of the week, following the PEEP curriculum for 3s, about self-concept and feelings, oral language or numeracy. In the second part of

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the session, parents and children come together for circle time, with songs, rhymes, and stories, linked to the theme of the discussion. At the end of the session, parents can borrow play packs, books, and scrap materials to use at home.

### Target population

<b>Age of child</b>	3 to 4 years old
<b>Target population</b>	Families living in a disadvantaged area with low socioeconomic status.

Please note that the information in this section on target population is as **offered/supported by the intervention provider**.



## Theory of change

Why		Who	How	What		
Science-based assumption	Science-based assumption	Science-based assumption	Intervention	Short-term outcomes	Medium-term outcomes	Long-term outcomes
School readiness skills (including vocabulary and self-regulating skills) at age 4 are a strong predictor of children's success in primary and secondary school.	An enriching home learning environment during the early years is strongly associated with young children's school readiness.	Family disadvantage negatively impacts parents' ability to provide an enriching home learning environment.	<ul style="list-style-type: none"> <li>• Parents learn how to support their child's early learning and social and emotional development</li> <li>• Children participate in activities aimed at supporting their early learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents implement learning activities in the home</li> <li>• Children are more curious and confident learners</li> <li>• Children have higher self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved child language and literacy</li> <li>• Improved child numeracy</li> <li>• Improved child school readiness.</li> </ul>	Improved school achievement in primary and secondary school.



## Implementation requirements

<b>Who is eligible?</b>	Families with a child aged 3 years old, living in disadvantaged communities.
<b>How is it delivered?</b>	Learning Together Programme – Foundation PEEP 3s Level is delivered in 33 sessions of one hour duration each over one year by two practitioners (a group leader and group assistant), to groups of up to eight families.
<b>What happens during the intervention?</b>	<p>Parents learn how to give opportunities for children to learn, to recognise when children have learned something new, and to model skills and behaviours in games and activities.</p> <p>In each session, the group leader discusses an aspect of children’s learning with parents and models these skills through a song and story time with the children. Parents can also borrow materials to use at home with their children.</p>
<b>Who can deliver it?</b>	The practitioner who delivers this intervention is an early childhood professional.
<b>What are the training requirements?</b>	The practitioners have 14 hours of intervention training. Ongoing monthly training is provided. Booster training of practitioners is not required.
<b>How are practitioners supervised?</b>	It is not required that practitioners receive supervision.
<b>What are the systems for maintaining fidelity?</b>	<p>Intervention fidelity is maintained through the following processes:</p> <ul style="list-style-type: none"> <li>• Training manual</li> <li>• Other printed material</li> <li>• Other online material</li> <li>• Face-to-face training</li> <li>• Accreditation or certification process.</li> </ul>
<b>Is there a licensing requirement?</b>	No
<b>*Contact details</b>	<p>Contact person: Sally Smith</p> <p>Organisation: Peeples</p> <p>Email address: <a href="mailto:info@peeples.org.uk">info@peeples.org.uk</a></p> <p>Website: <a href="http://www.peeples.org.uk">www.peeples.org.uk</a></p> <p>*Please note that this information may not be up to date. In this case, please visit the listed intervention website for up to date contact details.</p>



## Evidence summary

Learning Together Programme – Foundation PEEP 3s Level’s most rigorous evidence comes from one comparison group study conducted in the UK consistent with Foundations’ Level 2+ evidence strength criteria.

The study observed statistically significant improvements on validated measures of PEEP 3s children’s language, vocabulary, early numeracy, and self-esteem in comparison to a comparable sample of children not receiving the intervention.

Learning Together Programme – Foundation PEEP 3s Level has preliminary evidence of improving a child outcome, but we cannot be confident that the intervention caused the improvement.

## Search and review

	Number of studies
<b>Identified in search</b>	N/A
<b>Studies reviewed</b>	2
<b>Meeting the L2 threshold</b>	1
<b>Meeting the L3 threshold</b>	0
<b>Contributing to the L4 threshold</b>	0
<b>Ineligible</b>	1



## Individual study summary: Study 1

Study 1	
Study design	QED
Country	UK
Sample characteristics	160 children aged 3 and their parents, who were participating in a PEEP group or in a matched comparison group who were participating in other playgroups in nearby areas with similar characteristics, living in a disadvantaged community in Oxfordshire
Race, ethnicities, and nationalities	Not reported
Population risk factors	Families living in disadvantaged areas
Timing	Baseline, post-intervention
Child outcomes	<ul style="list-style-type: none"> <li>Improved language and vocabulary (child assessment)</li> <li>Improved early numeracy (child assessment)</li> <li>Improved self-esteem (child assessment).</li> </ul>
Other outcomes	None
Study Rating	2+
Citation	Evangelou, M., & Sylva, K. (2003) <i>The effects of the peers Early Educational Partnership (PEEP) on children's developmental progress</i> . Department for Education and Skills.

## Brief summary

### Population characteristics

This study involved a sample of 160 children living in Oxfordshire, UK, in catchment areas for PEEP or alternative playgroups which have low socioeconomic status. The average age of the children was just over three years old (39.5 months) at the start of the intervention.



## Study design

The study was a two-arm quasi-experimental study. 70 children were recruited and tested at baseline from the PEEP groups, and 86 from a matched comparison group (totalling 156 children tested at baseline). There were no reported differences in baseline demographic characteristics and scores on key outcome measures across groups, except for a proportion of single mothers, amount of social security benefits received, and hours of playground attendance; these were controlled for in analyses. However, these similarities and differences do not appear to have been statistically tested.

Children in the matched comparison group attended one of five different playgroups in different catchment areas, near to the PEEP catchment areas, which were socioeconomically similar. The comparison playgrounds were all operated under the authority of the Pre-school Learning Alliance.

## Measurement

Assessments took place at baseline (pre-intervention) and at the end of one year of intervention. At baseline:

- **Child assessment** measures included the British Ability Scales II (BAS II) and Young Children's Writing (Clay).
- **Playgroup leader report** included the Adaptive Social Behaviour Inventory.

At post-intervention:

- **Child assessment** measures included the British Ability Scales II (BAS II), the British Picture Vocabulary Scale II (BPVS II), Phonological Awareness Test (Bryant & Bradley), Concepts about Print (CAP) (Clay), Young Children's Writing (Clay), and the Pictorial Scale of Perceived Competence and Acceptance for Young Children in Reception grades (PSPCYC) (administered by a researcher).
- **Teacher or Playgroup leader report** measures included the Adaptive Social Behaviour Inventory (ASBI).

## Study retention

### *Post-intervention*

The study does not include clear information about retention of the sample, but it appears that at the end of the intervention at least 97.5% of the sample is retained.

## Results

### *Data-analytic strategy*

An intent to treat analysis using multiple regression controlled for a relevant baseline score, and gender, single mothers and/or benefits received (depending on the outcome variable). No information on the treatment of missing data was provided.





## Findings

The study observed statistically significant benefits favouring the PEEP 3s children, including improvements in children's language and early numeracy, and in self-esteem (maternal acceptance), all assessed directly.

For other measures, including other aspects of self-esteem, social competence, writing, and concepts about print, it appears that the study failed to find a difference between groups, although the analysis is not reported.

Note that the intervention group included families who had been involved in different parts of the PEEP offer since their child's birth; the PEEP offer is aimed at 0- to 5-year-olds. It is therefore unclear how much the findings can be attributed to PEEP 3s Level alone, or to the cumulative effect of PEEP from birth.

## Limitations

The conclusions which can be drawn from this study are limited by the fact that the comparison group was not generated through a robust enough method.

## Study 1: Outcomes table

Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child outcomes					
Child Verbal Comprehension	BAS II (child assessment)	$\beta = 0.23$	Yes	No information	Post-intervention only
Child Vocabulary	BPVS II (child assessment)	$\beta = 0.14$	Yes	No information	Post-intervention only
Child Phonological Awareness (Rhyme and Alliteration)	Phonological Awareness test (child assessment)	$\beta = 0.16$	Yes	No information	Post-intervention only
Child Early Number Concepts	BAS II (child assessment)	$\beta = 0.35$	Yes	No information	Post-intervention only



Outcome	Measure	Effect size	Statistical significance	Number of participants	Measurement time point
Child Concepts about Print	CAP (child assessment)	$\beta = 0.36$	Yes	No information	Post-intervention only
Child Writing	Young Children's Writing test (child assessment)	Not reported	No	No information	Post-intervention only
Child Social-emotional development	ASBI – all subscales (teacher report)	Not reported	No	No information	Post-intervention only
Child Self-esteem – maternal acceptance	PSPCYC (child assessment)	$\beta = .0.29$	Yes	No information	Post-intervention only
Child Self-esteem – peer acceptance	PSPCYC (child assessment)	Not reported	No	No information	Post-intervention only
Child Self-esteem – cognitive competence	PSPCYC (child assessment)	Not reported	No	No information	Post-intervention only
Child Self-esteem – physical competence	PSPCYC (child assessment)	Not reported	No	No information	Post-intervention only

## Other studies

The following studies were identified for this intervention but did not count towards the intervention's overall evidence rating. An intervention receives the same rating as its most robust study or studies.



Evangelou, M., Brooks, G., Smith, S. & Jennings, D. (2005) *Birth to school study: A longitudinal evaluation of the Peers Early Education Partnership (PEEP)*.

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**Note on provider involvement:** This provider has agreed to Foundations' terms of reference (or the Early Intervention Foundation's terms of reference), and the assessment has been conducted and published with the full cooperation of the intervention provider.