**Vulnerable to Disadvantage - Useful documents**

1. [**Unknown children – destined for disadvantage**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/541394/Unknown_children_destined_for_disadvantage.pdf)
2. [**Are you ready – good practice in school readiness**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf)
3. [**Bold Beginnings**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/663560/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf)
4. [**Teaching and play in the early years –a balancing act?**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444147/Teaching-and-play-in-the-early-years-a-balancing-act.pdf)
5. [**Report on the pilot of a toolkit for parental engagement: From Project to Process**](http://oga4schoolgovernors.org.uk/wp-content/uploads/2017/11/Report-on-the-Pilot-of-a-Toolkit-for-Parental-Engagement-final_.pdf)
6. [**Preparing for literacy**](https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy)
7. [**Metacognition and self-regulated learning**](https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning)
8. [**Realising potential of early intervention**](https://www.eif.org.uk/files/pdf/realising-the-potential-of-early-intervention.pdf)
9. [**Making the best use of teaching assistants**](https://mobilise.kyrateachingschool.com/assets/uploads/files/EEF-Self-Assessment-guide-RAG-Rating.pdf)
10. [**Sics (Zico) –**Well-being and Involvement in Care -A process-oriented **S**elf-evaluation **I**nstrument for **C**are **S**ettings](http://www.docucu-archive.com/goto/b005dcfa2ea76bb1b61f4f0f9eb51643/Sics-Ziko-Manual-Kind-en-Gezin.pdf)
11. [**Language as a child wellbeing indicator**](https://www.eif.org.uk/report/language-as-a-child-wellbeing-indicator/)
12. [**Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds**](https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf)
13. [**The lost boys**](https://resourcecentre.savethechildren.net/node/10031/pdf/the_lost_boys_report.pdf)
14. [**High achieving white working class boys project**](http://www.crec.co.uk/hawwc-boys)
15. [**Foetal alcohol spectrum disorder**](http://www.fasdnetwork.org/uploads/9/5/1/1/9511748/worcestershire_information_sheets.pdf)
16. [**Engaging boys in the early years**](https://www.islingtoncs.org/system/files/Engaging%20Boys%20in%20the%20Early%20Years%20-%20the%20Experiences%20of%20Three%20Islington%20Settings.pdf)
17. [**Confident, capable and creative: supporting boys’ achievements**](https://www.foundationyears.org.uk/wp-content/uploads/2011/10/Confident_Capable_Boys.pdf)
18. [**Oxfordshire boys writing project report**](https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/informationforchildcareproviders/OxfordshireBoysWritingProjectReport.pdf)
19. [**Learning playing interacting**](https://www.keap.org.uk/documents/LearningPlayingInteracting.pdf)
20. [**Structural elements of quality early years provision**](https://epi.org.uk/wp-content/uploads/2018/08/Early-years-structural-quality-review_EPI.pdf)
21. [**Teaching, Pedagogy and Practice in Early Years Childcare: An evidence review**](https://epi.org.uk/wp-content/uploads/2018/08/teaching-pedagogy-and-practice-in-early-years-childcare_Aug2018.pdf)
22. [**Playing out**](https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/08/Play-final-report.pdf)
23. [**Talking About a Generation**](https://www.thecommunicationtrust.org.uk/media/540327/tct_talkingaboutageneration_report_online.pdf)
24. [**A necessary evil**](https://neu.org.uk/media/3191/download)
25. [**Ready to read**](https://www.savethechildren.org.uk/content/dam/global/reports/education-and-child-protection/ready-to-read-scotland.pdf)
26. [**Education in England: Annual report 2018**](https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Executive-Summary.pdf)
27. [**Early years literature review – Crec**](https://www.early-education.org.uk/sites/default/files/CREC%20Early%20Years%20Lit%20Review%202014%20for%20EE.pdf)
28. [**Closing gaps early**](https://www.suttontrust.com/wp-content/uploads/2017/09/Closing-Gaps-Early_FINAL.pdf)
29. [**Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to age four years**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738725/SEED_Impact_Age_4_Report_September_2018.pdf)
30. [**Study of Early Education and Development (SEED): Study of Quality of Early Years Provision in England (Revised)**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/723736/Study_of_quality_of_early_years_provision_in_England.pdf)
31. [**The Hundred Review**](http://earlyexcellence.com/wp-content/uploads/2017/05/10_100-Review_CREC_March_2017.pdf)
32. [**Improving the home learning environment - A behaviour change approach**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756020/Improving_the_home_learning_environment.pdf)
33. [**Social mobility opportunity areas – Stoke on Trent**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696855/Social_Mobility_Delivery_Plan_Stoke-on-Trent_v8_FINAL_WEB.PDF.PDF)
34. [**Regional differences in attainment in the early years**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696855/Social_Mobility_Delivery_Plan_Stoke-on-Trent_v8_FINAL_WEB.PDF.PDF)
35. [**School cultures and practices: supporting the attainment of disadvantaged pupils**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)
36. [**Principles for Engaging with Families: A framework for local authorities and national organisations to evaluate and improve engagement with families**](http://www.socialserviceworkforce.org/resources/principles-engaging-families-framework-local-authorities-and-national-organisations)
37. [**Why Closing the Word Gap Matters**](https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk&utm_medium=blog&utm_source=buddy-site&utm_team=digital&utm_campaign=WordGap2018&utm_brand=literacy&utm_content=report)
38. [**Working with parents to support children’s learning**](https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning?mc_cid=18cd07bdbd&mc_eid=598d232893)
39. [**Book ownership and reading outcomes**](https://literacytrust.org.uk/research-services/research-reports/book-ownership-and-reading-outcomes/)