

TRELYA
SKYLAR

IMPACT REPORT
APRIL 2025 - MARCH 2026



WHAT IS TRELYA?



A grassroots charity based in Penzance, West Cornwall.



Located in The Lescudjack Centre, with 20+ partner organisations. A 3-storey, purpose built community centre owned & operated by Trelya.



Intensive, individualised, long term, whole-family, trauma-informed services across 3 core programmes.



Working with families impacted by some of the worst levels of deprivation in England.



800+ individuals access Trelya's community centre annually.

TRELYA'S SERVICES

GUL

A 6 month, 3 day a week programme for those aged 18+ who are impacted by long term & inter-generational unemployment. 77% of participants move into education, training or employment, compared to an average of 25% on other ESF Community Led Local Development funded projects.

GALLOS

Working with children & young people aged 5 to 25 Trelya's award-winning youth work programme provides support for each child transitioning from Skylar, including weekly mentoring & a programme of asset-based activities that combine sports, arts, community engagement and travel to develop essential life & social skills & "issue based" education.

SKYLAR

Working with children aged 0 - 4 and expecting families. Trelya's Ofsted registered specialist Early Years Service provides individually tailored early interventions that provide holistic support & ensure each child is 'school ready' on their transition to primary school.

Children, young people & adults access up to 15 hours (& sometimes more) of face to face, direct support each week through the above three services. This includes family work (addressing the needs of the entire family rather than addressing an individual's needs in isolation) & crises intervention through which the Trelya team works with families to avert or navigate crisis, providing immediate solutions to challenges such as homelessness, and food poverty.

SKYLAR INTRODUCTION

Skylar is Trelya's specialist early years service, supporting children aged 0-4 and their families in some of the most disadvantaged communities in Cornwall.

Our work is grounded in the understanding that the first years of life provide a critical window for development. Through trusted relationships, responsive caregiving, parent support and high-quality early years provision, we work alongside families to improve outcomes for babies and young children experiencing poverty, adversity and trauma.

This report summarises who we work with, the challenges families face, and the outcomes achieved between 1 April 2025 and 31 March 2026.



SKYLAR

WHO WE SUPPORT

During 2025–26 Skylar supported:

- 35 children aged 0–5
- 31 families

The children and families we support experience some of the highest levels of disadvantage in England. Analysis of postcode data shows:

- 76% of children live in neighbourhoods that fall within the 20% most deprived nationally.
- 100% of children have experienced at least two Adverse Childhood Experiences (ACEs).
- More than 80% have experienced four or more ACEs.

Children accessing Skylar also present with identified SEND and developmental delay, requiring additional support to access learning and achieve positive developmental outcomes. The majority live in Penzance Treneere, the most deprived neighbourhood in Cornwall.

76% of children attending Skylar live across the following neighbourhoods, with the majority living in Penzance Treneere:

According to the 2025 Index of Multiple Deprivation, Penzance Treneere ranks 1,146th out of 33,755 neighbourhoods nationally, placing it within the most deprived 3% of communities in England.

It is also the most deprived neighbourhood in Cornwall for:

- Income deprivation
- Employment deprivation
- Education, skills and training deprivation
- Health deprivation and disability

Nationally, Penzance Treneere falls within:

- The most deprived 2.1% of neighbourhoods for income deprivation
- The most deprived 1.9% for employment deprivation
- The most deprived 2.4% for education, skills and training deprivation

Neighbourhood	National Deprivation Ranking (IOMD 2025)
Cornwall 067E (Penzance Treneere)	Most deprived 3% nationally
Cornwall 068A	Most deprived 8% nationally
Cornwall 068C	Most deprived 13% nationally
Cornwall 070D	Most deprived 13% nationally
Cornwall 067B	Most deprived 19% nationally

SKYLAR

OUR APPROACH

Children's development is shaped by relationships.

Skylar supports children's development by strengthening parent-child relationships and helping parents and carers build the confidence, knowledge and skills needed to support their child's development during the critical early years.

We recognise that parents and carers are a child's first and most important educator. Our work focuses on supporting families to provide nurturing, responsive and consistent care that promotes healthy physical, social, emotional and cognitive development.

Our approach combines specialist early years provision with parenting support, enabling parents and carers to better understand their child's development, respond to their needs and build secure, trusting relationships.

This includes:

- Attachment-informed practice
- Responsive caregiving
- Circle of Security parenting support
- Emotion Coaching
- Parent-child interaction and play
- Co-regulation strategies
- Communication and language development
- Makaton and visual communication approaches
- Infant and child emotional wellbeing

- School readiness support
- Family support and advocacy

Parents and carers are supported to:

- Understand their child's emotional needs and developmental stage
- Recognise and respond to infant and child cues
- Build secure attachment relationships
- Support communication and language development through everyday interactions
- Develop positive behaviour support strategies
- Strengthen emotional regulation and co-regulation skills
- Establish routines that promote wellbeing, independence and learning
- Build confidence in their role as parents

Through modelling, coaching, group-based support and everyday interactions, Skylar helps parents and carers develop the confidence and capability to support their child's development at home as well as within the early years setting.

By strengthening parenting relationships and increasing parental confidence, we aim to improve children's communication and language, personal, social and emotional development, physical development and readiness for school.

CHILD DEVELOPMENT OUTCOMES

Many children accessing Skylar begin significantly below age-related expectations and present with identified SEND, developmental delay and the impact of multiple Adverse Childhood Experiences (ACEs).

Progress is therefore assessed not only by whether children achieve age-related expectations, but by the distance travelled during their time at Skylar.

Despite the significant challenges many children face, children made positive progress across all Prime Areas of Learning, with the proportion achieving age-related expectations increasing substantially during their time within the provision.

Tracking data demonstrates positive progress across the Prime Areas of Learning.

Communication and Language

At baseline:

- 0% of children were assessed as On Track
- 35% were Significantly Below Expected Development

By March 2026:

- 50% of children were On Track
- 25% were Significantly Below Expected Development

Children known to Social Care and children

with SEND made progress broadly in line with their peers.

Personal, Social and Emotional Development

At baseline:

- 0% of children were On Track
- 47% were Significantly Below Expected Development

By March 2026:

19% were On Track
25% were Significantly Below Expected Development

Approximately one quarter of children moved from Significantly Below to Just Below expected levels of development.

Physical Development

At baseline:

- 24% of children were On Track

By March 2026:

- 56% were On Track

63% of children made their best progress in this area.

Children known to Social Care continued to make progress in line with their peers despite significantly higher levels of need.

School Readiness

Preparing children for a successful transition into school is a key outcome of Skylar's work.

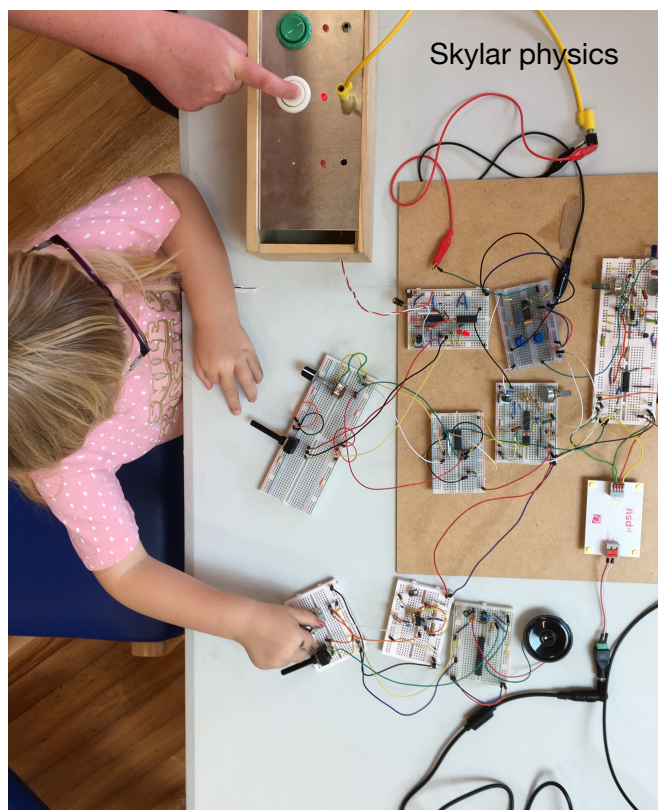
Our approach focuses on communication and language, personal, social and emotional development, physical development, independence, self-regulation and positive relationships.

School readiness outcomes remain consistently strong despite the high levels of adversity and additional needs experienced by children accessing the provision.

- 67% of children transitioning to school in 2025 were assessed as school ready.
- Of these children, 67% were identified as having SEND and all had entered Skylar with an Individual Education Plan (IEP).
- For the 2026 cohort, 80% of children are predicted to be school ready.
- 40% of children in the 2026 cohort are identified as having SEND and 60%

entered Skylar with an Individual Education Plan.

These outcomes demonstrate that children facing significant developmental, social and educational challenges are making progress towards a successful transition into school.



WHAT IS MAKING THE DIFFERENCE

Analysis of outcomes highlights several key approaches contributing to children's progress.

Emotion Coaching

Emotion Coaching helps children recognise, understand and manage feelings while developing emotional vocabulary and self-regulation skills.

Children increasingly demonstrate:

- Improved emotional literacy
- Better peer relationships
- Greater independence in managing emotions
- Reduced reliance on adult intervention

The approach has proved sufficiently effective that training is now being shared more widely across Trelya.

Communication Support

The consistent use of:

- Makaton
- Visual communication tools
- The OWL approach (Observe, Wait, Listen)
- Language-rich interactions

has supported children to communicate needs, thoughts and feelings more effectively.

Working with Families

Parents and carers are supported through:

- Circle of Security
- Co-regulation strategies
- Consistent routines

- Home learning support

This enables children to experience consistent approaches across both home and early years settings.

Looking Ahead

In 2026–27 Skylar will continue to strengthen its evidence base through:

- Parent outcome measures
- Infant feeding outcomes
- Responsive caregiving measures
- School readiness tracking
- Early childhood development outcomes

We remain committed to ensuring that babies and young children experiencing poverty, adversity and trauma receive the support they need to thrive.