

| The Early Years Pupil Premium (EYPP)

# Making choices that make a difference

**Allocating EYPP funding**

A guide for nurseries, pre-schools  
and childminders





# An Introduction to EYPP

We know that very early on in their lives children from poorer backgrounds start to fall behind those from more affluent families. In 2014, 45% of pupils eligible for FSM achieved a good level of development in the early years compared with 64% of other pupils. The attainment gap gets bigger as they continue through school and evidence shows that the best time to address this is in the early years.

The aim of the EYPP is to improve outcomes for children from the most deprived 20% of the population and so narrow the attainment gap. EYPP is extra money at a hugely important point in children's lives, for the children who need it most. It provides an opportunity for early years providers to make a significant impact on narrowing the attainment gap and support children in being ready for school.

A key leadership task is to plan, monitor and evaluate the use of EYPP.

## The East Midlands Challenge

**In the East Midlands region, children in three key groups achieve much less well than others**

- White British children from poor families (these children are usually eligible for the EYPP).
- Children in care (Early years providers will receive the EYPP for these children directly from the placing LA).
- Children with English as an additional language.

*Taken from The report of her Majesty's Chief Inspector of Education, Children's Services and Skills 2013/14 East Midlands regional report.*

## Things to consider

- How do you make sure that parents get the right messages about the potential of the EYPP and take up the offer?
- Developing an EYPP policy or update existing policies to incorporate this.
- Does your progress tracking system enable you to compare the progress of EYPP and non-EYPP children to show that EYPP children are making accelerated / rapid progress?

## Top Tip

### Ensuring eligible children take up the EYPP

- Build positive and trusting relationships with parents / carers to facilitate the sharing of information.
- Ensure parents are aware of the EYPP when they first arrive at the setting through a variety of avenues e.g. website, posters, literature for parents, prospectus.
- Providing the same information for all parents / carers may help to reduce the stigma and maximise take up.
- Publicise how children could benefit from the extra funding.
- Simplify the data collection process for parents to attract greater involvement – use the **'Don't let your child miss out'** postcard or the new **Parental Statement of Undertaking (PSOU)**.
- **Top Tips for promoting the EYPP to parents / carers are available [here](#).**

Our EYPP Champion creates displays to show parents how the money has been spent, this has been instrumental in both increasing the uptake of EYPP and parents becoming more involved in their children's learning.

*Manager, Oasis Family Centre, Melton*

Visit [resources.leicestershire.gov.uk/eypp](https://resources.leicestershire.gov.uk/eypp) for information on eligibility and funding arrangements





**How the EYPP is spent will determine if it makes a difference. What can you do?**

Focus on making a difference to the **quality** of the early years provision and on the **progress** made by identified children.

**Key areas to focus the use of the EYPP to ensure long lasting impact:**

- Staff development
- Parental engagement and the home learning environment
- The prime areas of learning
- Transition
- Widening children’s life experiences

Just as important as the prime areas are the characteristics of effective learning and supporting engagement, motivation and thinking. The Effective Pre-School, Primary and Secondary Education Project (EPPSE) tells us that ‘sustained shared thinking’ is where children progress in their learning.

Some children eligible for EYPP may be where they’re expected to be in terms of attainment and progress, we need to ensure that these children become more experienced in some areas of learning or have the opportunity to widen their life experiences. **Further ideas /support can be found here.**

It is important to plan carefully how you will allocate the EYPP funding for maximum impact on the child.

**Things to consider**

- Consider how spending EYPP on people (e.g. training for practitioners, time for practitioners and parents / other professionals to meet) can impact on children’s outcomes.

Visit [www.leicestershire.gov.uk/earlylearning/eypp](http://www.leicestershire.gov.uk/earlylearning/eypp) for information on implementing the EYPP successfully

**Top Tips**

**Use evidence based approaches to inform how the funding is spent such as those in the Education Endowment Foundation Early Years Toolkit.**

- This is a valuable source of evidence based strategies/ interventions that might help you decide how to spend the EYPP.
- You can access the [toolkit here.](#)

**Include parents in planning and deciding how the EYPP is to be spent.**

- Key persons having one to one conversations with parents.
- Give parents a choice from a range of strategies.



What is important is knowing your parents / carers and having face to face conversations.

*Manager, St Charles Catholic Pre-School, NWL*



# Making the right choices

The following steps will support you through allocating EYPP effectively.  
An **action planning flowchart** and **Top Tips** are also available on the website.

<b>Step 1</b>	Identify the needs of the child, learning gaps; think holistically and in the family context. Get to know the family.  Identify any barriers / inhibiting factors.  Identify any possible trends. Do some children have the same/similar needs? Could some funding be pooled?	Use data, observations/learning journeys, the child's voice, information from other professionals/partner agencies (e.g. SEN Inclusion Team, Health), talk to parents / carers, PEP meetings.  Do some children also fall into other vulnerable groups e.g. SEND, EAL?
<b>Step 2</b>	Think about what you might do with the funding to support the child's needs.  What interventions/strategies will address the real need?  Consult with parents.  What do you want the impact to be and how will you know that the strategies/ interventions are making a difference?	Refer to evidence/research and base decisions on this.  How will you consult with parents?  What monitoring systems will you use to show impact? (Learning journeys, cohort trackers, individual trackers, monitoring interactions, views of children, parents / carers, staff, tools such as Leuven scales of well-being and involvement, Early Language Child Monitoring Tool).  Ensure moderation of judgements feature in your systems to ensure accuracy.
<b>Step 3</b>	Implement the strategies /interventions.  Monitor and evaluate the impact.  Make changes to planned strategies according to what is learnt from monitoring and evaluation.	Keep evidence of the impact or why you needed to change strategies.  Refer to <b>Top Tips for Evidencing Impact</b>  It is often a challenge to say if the impact is due to the EYPP but be able to show intent. Why have you chosen to spend the funding in this way?  Hold regular key person / parents / carers meetings to discuss children's progress.

### Case Study

St Charles Catholic Pre-school, NWL found that pooling EYPP funding with the local school enabled children to experience live animal handling. The pre-school leader says:

Pooling the money ensured that the experience could still be had by the children that needed it but also the other children in both settings got to share the experience too which was great. I would highly recommend pooling money to gain experiences that may not be an option due to cost.

Look at case studies of how **Leicestershire providers have spent EYPP funding**





An action plan format may help you to clarify your thinking. **Example formats** are available for you to use or further develop as you wish. Other organisations such as **Early Education** also have proformas that you may like to look at.

Remember that you will already have strategies in place to support those children who are under performing; the EYPP will enable you to refine what you are already doing and put further strategies in place.

Consider how to address individual barriers to learning take an individualised approach e.g. attendance, behaviour, family circumstances, ability to sustain attention, language development, personal/social /emotional development, motor control.

Be creative and innovative in how you spend the funding e.g. paying for a gardener who comes in fortnightly and works with groups of children to plant and develop a garden area for growing vegetables.

Where families have children in school claiming Pupil Premium consider how you can work with the school and provide a joined up approach for the family.

**Remember, if you have a Child in Care (CIC), an action plan will need to be sent securely to the placing local authority.**

**Top Tip**

**Ensure monitoring of action plans and children’s progress is regular and leads to development**

- Use supervisions to discuss progress of EYPP children.
- School readiness could be used as a tool to measure how effective your interventions are.
- Ensure discussions that focus on learning and development of EYPP children take place in a range of contexts e.g. supervisions, staff meetings, with other professionals involved, parents.

Things to consider

- What evidence are you basing decision making on?
- Is data and evidence used effectively to identify needs and monitor progress?
- How will you involve parents / carers in the process?
- Consider the long term impact of how you spend the funding. Will children in the future also benefit?
- Who will be responsible for developing, monitoring and evaluating EYPP action plans? What support do they need?
- Are practitioners deployed effectively and the best practitioners used to support EYPP children?
- How do you ensure individual learning needs are identified and the most effective strategies employed to support disadvantaged children?

Case Study

Using the EYPP to enable Charlie to stay for the lunch club improved his attendance. The pre-school remains supportive of individual families and rather than penalising non-attendance/ lateness works in partnership with families to look at ways to support families establish a routine in which attendance becomes a way of life.

Manager, Acorns Under Fives, Charnwood

Look at case studies from the **Early Education Learning Together About Learning Project**



I had a meeting with the relevant key persons to ask their opinion on what the EYPP could be used for to benefit each child. The staff came up with some excellent ideas on ways we could use the money to improve outcomes for the children.

Manager, Robert Bakewell Pre-school, Charnwood



# Making a difference

## Staff Development

An integral principle underpinning the EYPP is **upskilling the workforce** and investing in staff.

By upskilling practitioners this will impact positively on outcomes for children attracting EYPP. It will also benefit children with similar needs who do not attract the funding, thereby also closing the gap for them. Early years providers can maximise the use of the EYPP by pooling funding with other providers / schools in order to organise high quality training. Consideration needs to be given to the skills, knowledge and understanding that practitioners will need to implement the strategies identified and to support children effectively.

### Training can include

- Bespoke in house training
- Professional reading research
- Staff discussions on improving practice using video clips for reflection
- Formal training
- Peer coaching
- Attending teaching school networks, purchasing services from teaching school alliances
- Visits to inspirational settings
- Working alongside a consultant to develop a particular area of practice

Practitioners are the most valuable asset in any early years setting.

(Nutbrown, June 2012, 3.1.)

### Case Study

Charnwood Playgroup and Thorpe Acre Pre-school in Charnwood, pooled EYPP from both settings to buy in some in house training. The training was based on the needs of the children who were underachieving in the areas of literacy and mathematics. The in-house training enabled all team members to attend, network and share ideas across the two settings.

Employing and appointing an EYPP Champion to champion the interests of disadvantaged children has made a real difference to children’s outcomes

Manager, Oasis Family Centre.





Research shows that for learners from low income households the difference between a good teacher and a bad teacher is a whole year’s worth of learning (Sutton Trust, 2011).

What is important when considering training for practitioners?

- Quality of adult-child interactions.
- Understanding the curriculum.
- Knowledge of how young children learn and the characteristics of effective learning.
- Adult’s skill in helping children resolve conflicts.
- Helping parents to support children’s learning at home.

Taken from EPPE, Siraj- Blachford et al, 2004.

“We used EYPP to fund Elklan Training for a key practitioner in the setting. This has had a significant impact on target children’s speech and language and also benefited all children in the setting.”

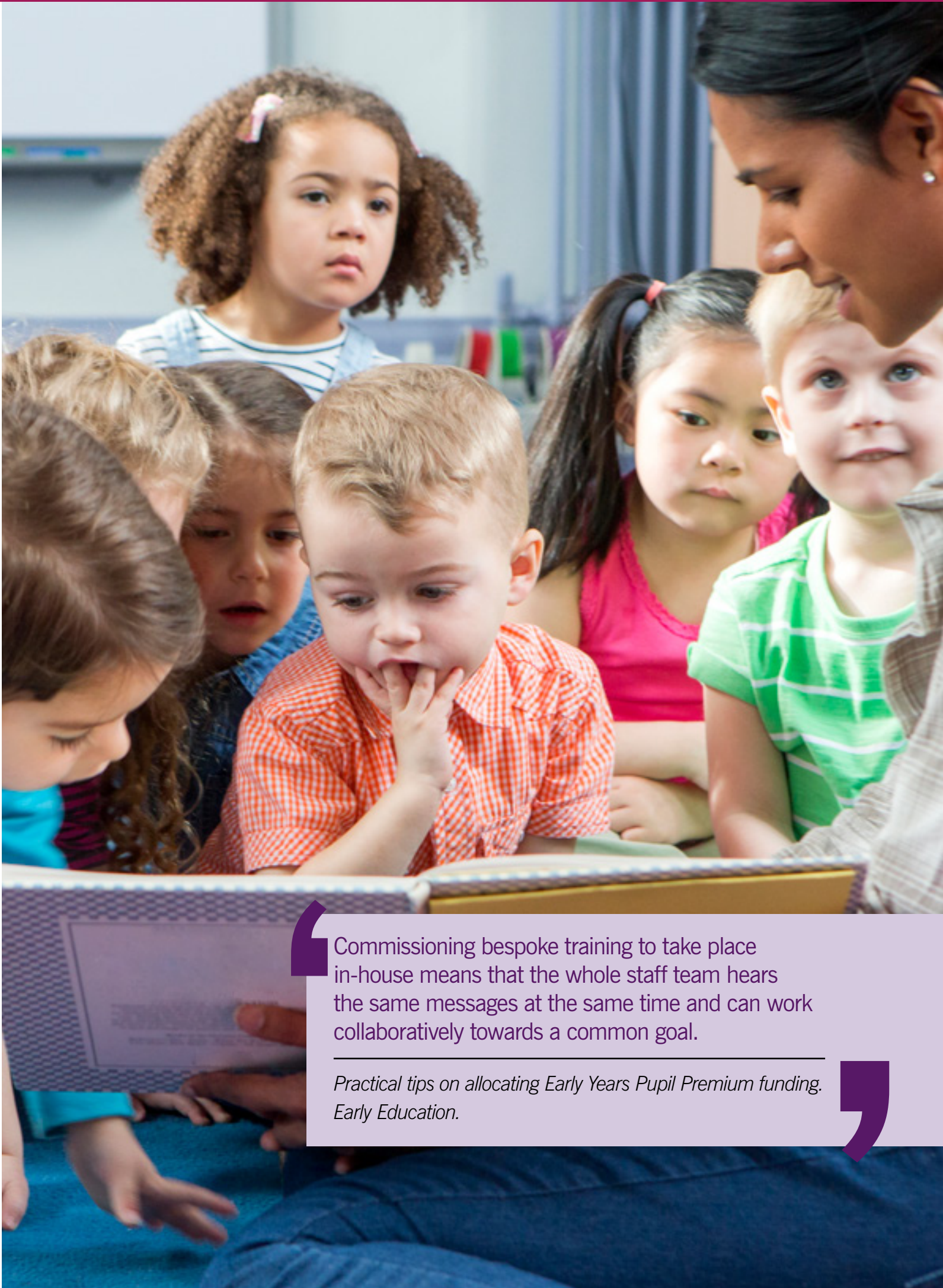
**Top Tip**

**Using the EYPP for continual professional development will have a lasting impact and working collaboratively with other providers/schools will make the funding go further**

- Use practice observations and **supervisions** to identify CPD needs of practitioners.
- Ensure CPD is linked to the needs of the EYPP children.
- Consider how to develop partnerships with other providers /schools?
- Use EYPP to develop a professional library to support practitioners’ pedagogical knowledge.

Things to consider

- Do you feel confident in justifying the use of the funding to access training for staff?
  - Are practitioners confident in recognising and responding to developmental delay?
  - When employing additional / specialist staff think about the long term viability and sustainability of this. EYPP funding will fluctuate depending on the number of eligible children and the hours they take up.
- High quality teaching for all children is paramount. How is performance monitored and good practice shared?
  - Is there a shared ethos of high aspirations and expectations for all children?
  - How do you ensure that all practitioners are held accountable for individual children’s progress?



“Commissioning bespoke training to take place in-house means that the whole staff team hears the same messages at the same time and can work collaboratively towards a common goal.”

*Practical tips on allocating Early Years Pupil Premium funding. Early Education.*



## Parental engagement in children’s learning and development

Families and parents/carers are critical to children’s learning, development and progress.

What parents do to help their young children learn and achieve can therefore reduce the damaging influences of poverty on children’s life chances

*Narrowing the gap in outcomes for young children through effective practices in the early years,C4EO Early Years Research Review 1, 2009*

There is an expectation that **parental engagement in children’s learning** and development will be a strong feature of the use of the EYPP.

Interventions focusing on both **learning outcomes and parenting skills** are according to research more effective than interventions addressing either aspect in isolation.

Strategies include:

- Approaches that encourage parents to support children’s learning as part of everyday life at home and participate in activities within the early years setting
- Programmes that focus on parents directly, e.g. developing parenting skills, learning opportunities for families, multi-agency work and buying in specialist services to support parents.

A number of parenting characteristics are statistically associated with children’s levels of achievement, including parental promotion of reading and learning, parents’ relationships and interactions with the child and disciplinary practices. This is the case across all levels of family resources, suggesting that positive parenting benefits children regardless of their socioeconomic circumstance.

*Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children, 2013*

Funding a day trip to the zoo for the parent, key person and child led to the parent actually coming into the nursery, talking to the key person on a daily basis and becoming more involved in the child’s learning.

*Manager, Little Rainbows Community Preschool & Nursery, Harborough.*





- The **ECAT website** contains lots of information on how to support parents. Have you heard of talk tickets?
- Book vouchers could be used to promote bedtime reading

How could you use EYPP to provide simple guidance to parents about how they can support their child at home?

- Create physical development loan bags for families to borrow, including information on skill development. Remember to think about how these might be stored and presented to families
- Pooling EYPP and combining services. e.g. Linking with the local Children's Centre to provide support for parents.
- Consider how you might use the DfE **'What to expect when?'** publication with parents.
- Use ICT to give parents access to information.
- Bilingual practitioner employed to work with EAL families.

Find out more about the **'High Achieving White Working Class Boys' Research Project** - the site contains useful information sheets.

Things to consider

- Consider how the EYPP might be used to actively involve parents in supporting their child's learning and development at home
- Is support for families / parents based on their needs and delivered in a manner that suits the individual family?
- How effectively are parents supported in developing the home learning environment and their parenting skills?
- How could the EYPP be used to make this more effective?
- Is a multi-agency approach adopted to supporting children and families?
- How could you make your setting less hard to reach and welcoming to all parents / carers?

Visit the **home learning environment resources** for further support and ideas

- Find out about the following projects:  
[REAL project](#)  
[Story café](#)  
[Early Words Together programme](#)

Top Tips

**Families and parents/carers are critical to young children's development, learning and progress. Consider how the EYPP can be used to support the home learning environment and parental engagement in children's learning.**

- What challenges do you face in engaging parents in children's learning and improving the home learning environment?
- As a team, discuss possible solutions to these challenges.
- Use transition times at the beginning and end of the day to support children and parents / carers feeling involved in the learning process. Use EYPP to fund this additional staff time.



We used EYPP funding to release staff to plan speech language and communication activities. They also used the time to gather and make resources for their planned activities. Once the sessions were planned, we invited parents and carers to come to the setting and join in or watch practitioners do the speech language and communication activities with children. Afterwards we gave children and parents opportunities to borrow the speech language and communication resources and try them out at home.



## Prime areas of learning

In the Statutory Framework for the EYFS it says that the ‘three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school’. When deciding how to use the EYPP funding, it is important to also consider children’s learning and development needs in literacy and numeracy.

### Communication and Language

It is crucial that 3 and 4 year olds have a secure vocabulary base, language and communication is a ‘vital underpinning skill’ and an indicator of future success (*National Literacy Trust 08, 10, 11, Tickle Review 2011, Allen Review 11*).

Think about how the EYPP could be used to:

- Improve the language learning environment, a communication rich environment e.g. choice, open ended and accessible resources, time, resources reflecting children’s interests, unusual resources, flexible spaces, inspiring indoor and outdoor spaces, early language support materials
- Provide language learning opportunities e.g. additional language based experiences, small groups, supported by a language expert within the setting.
- Improve language learning interactions e.g. upskilling staff to become sensitive, skilled conversation partners. Consider peer mentoring, this costs very little and can be very effective, using a speech and language therapist to train the staff team, provide support materials for parents.

Some examples of how EYPP has been used can be found [here](#)

#### EYPP Communication and Language

### Personal, Emotional and Social Development

Why is it important to focus the use of the EYPP on PSED? Why does emotional literacy matter? Understanding emotion is directly related to motivation and learning. Positive emotions enable concentration, memory, problem solving, thinking skills, better relationships and mental well-being. Self-regulation (managing own behaviour and learning) is linked with successful early learning as well as having a positive impact on later learning in school.

Some children from disadvantaged backgrounds may have weaker self-regulation skills than their peers. Consider how EYPP can be used to support developing self-regulation strategies? E.g. professional development, reference materials for practitioners, materials for/sharing strategies with parents. The implementation of self-regulation strategies has the potential to really impact on learning. (**Education Endowment Fund Early Years Toolkit Self-regulation**).

Children in care who have experienced poor attachment and trauma early in life may benefit from specific support in developing resilience.

### Things to consider

- Are effective behaviour strategies in place and practitioners skilled in providing social and emotional support?

“We decided to use the EYPP to fund weekly visits to forest school for a child in care with her key person. The aim was to support the development of self-regulation skills and an increased sense of well-being. The outdoor forest environment was instrumental in her developing a trusting relationship with her key person; she was much more likely to go to her rather than act impulsively. She was also much calmer outdoors and showed an increased awareness of boundaries and expectations.”

Visit [www.ican.org.uk](http://www.ican.org.uk) to find out about Early Talk boost and [ECAT](#) for further ideas to support language development





Physical Development

How can you use EYPP to support physical development?

- Promote active travel to the setting, families borrow scooters / balance bikes.
- Fund out of setting activities e.g. swimming.
- Join up with other settings to access training.
- Develop stay and play sessions so staff can model activities

Case Study

Little Explorers Pre-school, Hinckley and Bosworth, used EYPP funding to support cooking opportunities for families. The setting learnt a lot about their families during the sessions and families welcomed the opportunity to chat to other families. Parents were surprised to see children enjoying the fruit toppings on the pancakes “I can’t believe he has eaten three of them”. This was a fun way to promote healthy eating.

Follow the links for further information on using EYPP where physical development is an identified need for the children in your provision:

[Healthy Tots](#)

[British Heart Foundation, Early Movers](#)

Things to consider

- Consider how funding spent on developing physical skills can also support self confidence, coommunication skills, good habits for being active and health outcomes.

Visit [www.early-education.org.uk/ltal-newsletters](http://www.early-education.org.uk/ltal-newsletters) for more ideas on supporting the prime areas of learning

Top Tip

Using the EYPP to support development within the prime areas of learning will enable children to access the whole curriculum

- Use data analysis to identify gaps in learning within the prime areas
- Use the [Early Language and Communication Child Monitoring Tool](#) and associated action plan to support putting strategies in place and monitoring their effectiveness. Use EYPP to fund strategies.
- High quality CPD for practitioners on self-regulation has been shown to have a positive impact on children's learning
- How could you use the EYPP to support children with healthy eating and being physically active involving parents/carers in the process?
- How could you use EYPP funding to develop/enhance strategies that you already employ?



We decided to focus the EYPP funding on physical development, an area identified by data analysis. EYPP was used to fund an extra member of staff to promote physical development and enable time to be spent with small groups of children e.g. physical games, play outdoors, healthy eating and preparing snacks, resources were also purchased to enable our setting to participate in the Youth Sport ‘Smart Start Club’.

Manager Thorpe Acre Pre-school



## Transition

Children’s early experiences of transition will impact on the way they perceive change in their future lives. Disadvantaged children and families may be particularly vulnerable during the transition to school without additional support that working with families, multi-professional and inter-agency work can bring.

### How can EYPP be used effectively to support transition to school?

- Extra visits with key person to school at different times of the day.
- Making books about school for individual children to talk about in the setting and at home.
- Use EYPP to release staff to spend more time talking to other agencies and the receiving school.
- Send postcards to the children over the summer with a photograph of nursery and school so children know they are being kept in mind.
- Provide home learning packs to support school readiness
- Work with feeder schools to develop school readiness workshops for children and parents with take home resources.
- Organise a social event e.g. Teddy Bears picnic for children, families, pre-school /nursery staff reception teachers and support staff.

### Case Study

One nursery chose to use summer term EYPP to create a personalised mark making box for a child. The box was used in the setting and at home, for school transition taster sessions and then taken to school in September. This improved both self-esteem and early writing skills. It also provided a sense of continuity of care.

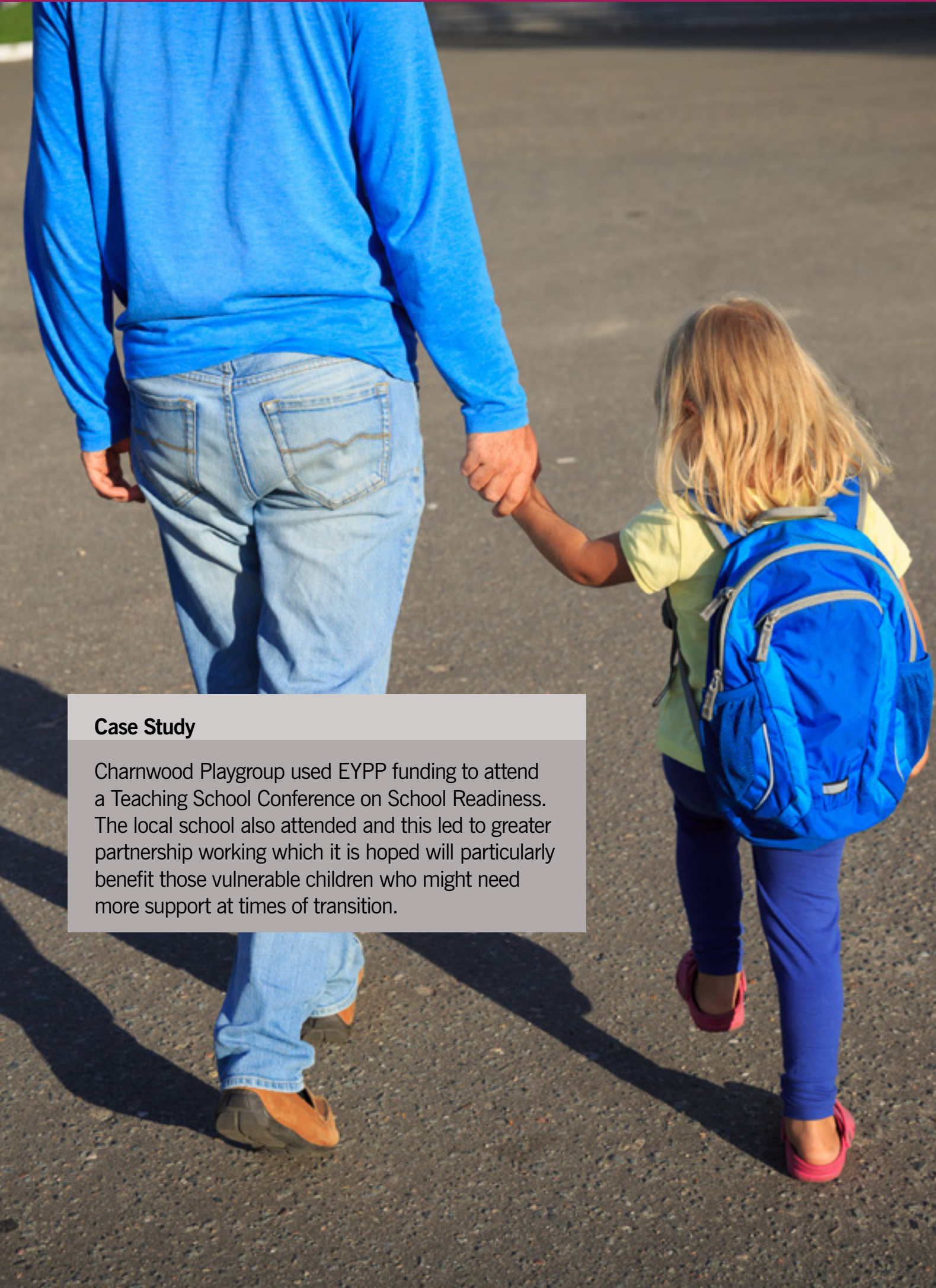
### Top Tip

**Transition to school can be challenging and extra support during this time can make the transition smoother for disadvantaged children.**

- Consult children and parents/families on what would help to make the transition smoother
- The Ofsted ***Are you ready?*** publication April 2015 looks at school readiness and provides lots of good practice ideas.
- How could we use the EYPP to improve the transition process for our disadvantaged children?
- How might we monitor the impact of any strategies put in place have?

### Things to consider

- How do you ensure that the child’s voice is heard at this crucial time and how might EYPP funding be used to support the child?



### Case Study

Charnwood Playgroup used EYPP funding to attend a Teaching School Conference on School Readiness. The local school also attended and this led to greater partnership working which it is hoped will particularly benefit those vulnerable children who might need more support at times of transition.



## Widening children’s life experiences

Some disadvantaged children may not have had the same life experiences as their more affluent peers and this may be reflected in their progress and aspirations.

New opportunities for learning can be opened up by broadening children’s horizons, for example, by arranging trips/visits and developing/extending interests e.g. artists in residence, dancing, football, swimming, trips to places of interest, forest school, providing staff with more time to provide children with different / more experiences.

A visit to a restaurant or cafe can be a transforming experience for a child who has never done this. Enriching children’s cultural capital is a way of tackling inequality.

*Jackie Bateman, Improvement Advisor*

**Case Study**

Oasis Family Centre, Melton are exploring how they can work with local childminders who may only have 1 or 2 eligible children. By inviting childminders to join in with sessions organised by the centre this would enable children to widen their life experiences by attending for example dance sessions.

### Things to consider

- Providing opportunities to widen children’s experiences beyond the setting can be challenging – how can the challenges/barriers be overcome?

### Top Tip

**Widen children’s life experiences and interests, involving parents in this will ensure an even greater impact**

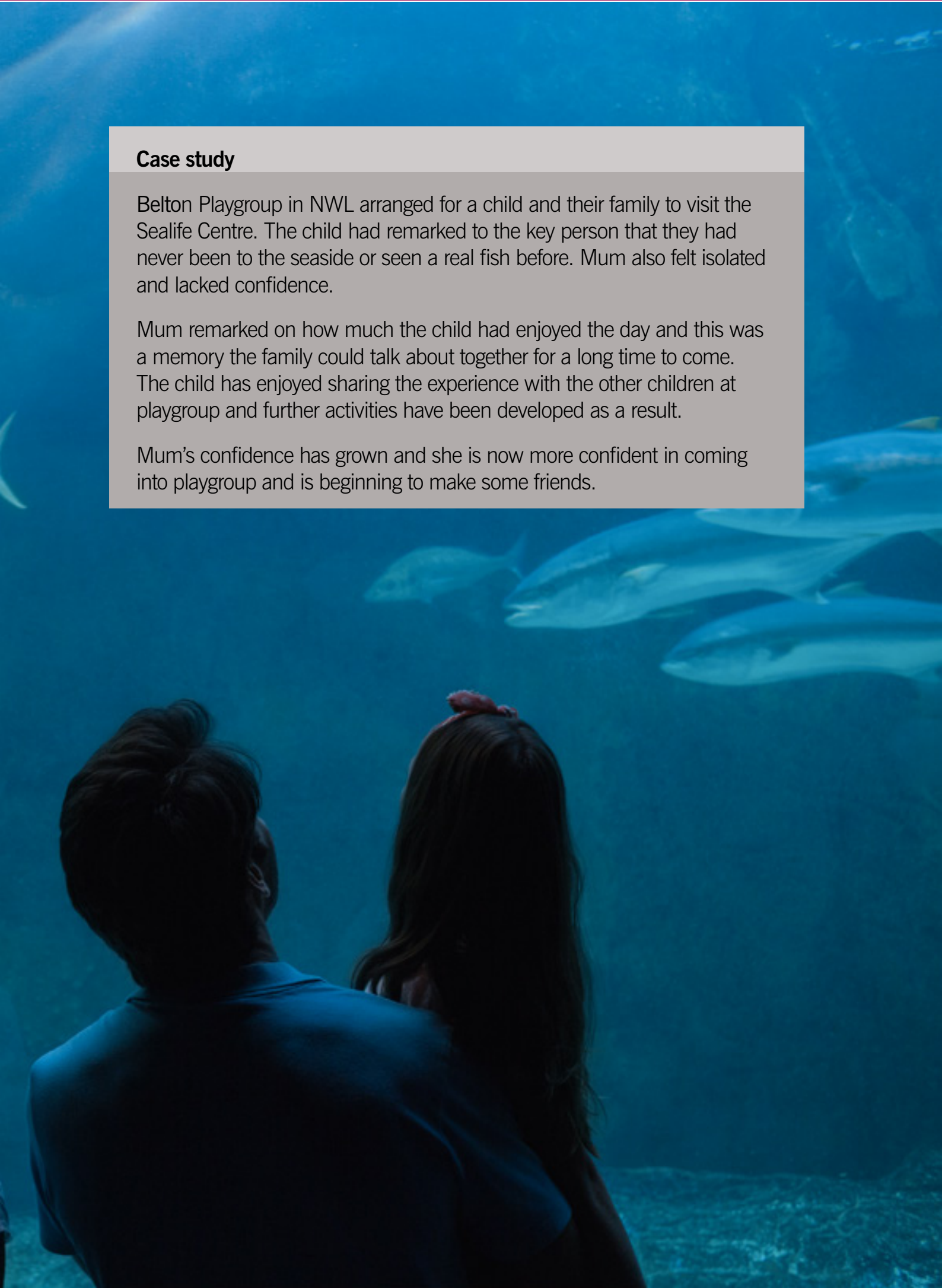
- Spend time with parents / children to find out about the breadth of each individual families world. Is it poverty, lack of knowledge, lack of transport that limits life experiences?
- Support parents in making the most of the learning opportunities that trips/visits/ activities provide
- Involve parents in organising trips/visits to boost their confidence, for example, in using public transport
- Use trips and extending interests to develop children’s self -confidence and esteem.
- Evaluating the impact of some spending decisions may be challenging, but don’t let this prevent you from putting in place what the child really needs to succeed.

### Case study

Belton Playgroup in NWL arranged for a child and their family to visit the Sealife Centre. The child had remarked to the key person that they had never been to the seaside or seen a real fish before. Mum also felt isolated and lacked confidence.

Mum remarked on how much the child had enjoyed the day and this was a memory the family could talk about together for a long time to come. The child has enjoyed sharing the experience with the other children at playgroup and further activities have been developed as a result.

Mum’s confidence has grown and she is now more confident in coming into playgroup and is beginning to make some friends.





# Checklist

- ☑ Ensure eligible children take up the EYPP
- ☑ Include parents in planning and deciding how the EYPP is to be spent
- ☑ Use evidence based approaches to inform how the funding is spent
- ☑ Ensure monitoring of action plans and children’s progress is regular and leads to development
- ☑ Using the EYPP for CPD will have a lasting impact and working collaboratively with other providers/schools will make the EYPP go further
- ☑ Parents / carers / families are crucial to young children’s learning, development and progress. Supporting the home learning environment and parental engagement in children’s learning needs to feature in how the EYPP is used
- ☑ Using EYPP to support development with the prime areas of learning will enable children to access the whole curriculum
- ☑ Transition to school can be challenging and extra support during this time can make the transition smoother for disadvantaged children
- ☑ Using EYPP to widen children’s life experiences and interests can impact on learning, involving parents in this will have even greater impact

## Useful publications and websites

[LCC EYPP Website](#)  
[Practical tips on allocating the Early Years Pupil Premium funding](#)  
[Guidance from the Learning Together about Learning project. Early Education 2016.](#)  
[Education Endowment Fund Early Years Toolkit](#)  
[Early Education Learning Together about Learning](#)





