Early Years Pupil Premium (EYPP) and Deprivation Funding - Guidance for Early Education providers

2019

Surrey Family Services
Supporting Children Team
How can I use the EYPP and Deprivation funding?

The main accountability route for EYPP and Deprivation funding is through the Ofsted inspection process and is assessed under the ‘Effectiveness of leadership and management’ judgement. Inspectors will be looking for evidence on how effectively ‘leaders use additional funding, including the early years pupil premium and measure its impact on narrowing gaps in children’s outcomes’. (Early Years Inspection Handbook August 2015)

The inspector will track the progress of a child who is identified as eligible for EYPP.

You will need to be able to provide an inspector with a clear trail of evidence consisting of the following:

- Eligible children’s starting points
- Their learning and development needs
- The amount of funding allocated
- How the funding was spent and why
- What you did to support the child/ren
- Any changes you made to the actions you planned
- What impact the funding has had on the children’s learning and development.

There are no firm rules or requirements on the use of EYPP and Deprivation funding – providers have the freedom to decide how to make the best use of the funding to support the eligible children attending their setting but it is going to be important to justify the choices and decisions you have made.

This funding will enable you to refine and focus what you already do, as well as introduce further strategies. It is going to be important to analyse any information such as data and tracking systems, monitoring processes, parents’ comments etc. to assess the impact of the spend.

The focus needs to be on narrowing the gap and for this cohort of children to be making more rapid progress if there is an identified risk of delay or delay in their development. Providers will need to maximise the effectiveness of this additional funding to improve children’s outcomes and to boost disadvantaged children’s achievement to narrow the gap.

Providers should use relevant research and evidence on what works to improve quality in the early years when making decisions about how to use the EYPP and deprivation funding.

Relevant research and National Evidence

The Sutton Trust and the Education Endowment Foundation publish regular reports and updates.

The Education Endowment Foundation has produced an Early Years Toolkit which is an accessible summary of educational research for early years teaching.

Early Education, the British Association for Early Childhood Education, has as a wealth of useful information on the EYPP including some practical tips on allocating EYPP and information about the EYPP Learning Together about Learning (LTAL) project

Foundation Years have collated examples of best practice and have a range of national case studies.
Ideas for spending EYPP and Deprivation Funding

We have put together some ideas of how you might spend the EYPP and Deprivation funding. This is not an exhaustive list. This additional funding needs to be spent to meet the individual needs of your children, their families and your setting so it is important to think about which option(s) are most relevant for your children and your setting.

Transition focus

If the children eligible (or known to be eligible) for EYPP are joining the setting or moving onto their next stage, you may like to have a focus on transitions. This could be for internal transitions as well as external.

Joining the Setting

- **Key Person Home visits** - These can be useful for developing relationships with families and to get an understanding of the home life of the child. It can really help with the settling in process as the child will have seen their key person and another staff member interacting with their family in their own surroundings. You may like to take a box of resources with you to a home visit e.g. story books, cars, puppets etc.

- **Memory Boxes** – created before the child starts at the setting, which could include photographs of family members, pets, special toys etc. These are then built upon during the child’s time at the setting.

- **Coffee Mornings/Open day events** – these provide an opportunity for parents/carers to meet with the key person and become involved in setting life before child starts.

External transitions – moving on

- **Taking photographs of the new environments, key adults and other children** - This will allow the children to be prepared for the next phase as they will be able to talk with their key person, other children or their parents about what to expect using the pictures.

- **Having examples of the uniform** - This will allow children to develop a sense of belonging to the next setting. This may be useful particularly useful for children who find the idea of moving on difficult.

- **Social event** - families can be buddied with other families who are transferring to the next setting so they feel well supported. The staff of your feeder schools could be invited so that parents and children can be seen in a familiar environment for them.

- **Extra visits with the key person** - sometimes a child needs more visits than are offered for the majority of children. The key person might also accompany parents if they are feeling anxious about the move so they have a familiar face. Discussions can then be had based on the first-hand experience of the child, family and key person.

- Internal transitions – moving between rooms

- **Familiar books** – *This will provide some commonality between the old environment and the new one.*

- **Transition books with photographs of the environment, key adults and other children** - This will allow the children to be prepared for the next room as they will be able to talk with their key person, other children or their parents about what to expect using the pictures.
Early language focus

Your assessment of children’s progress may suggest that EYPP and deprivation funding should focus on a strategy which will impact on the early language development of the children. These are some suggestions that focus on communication and language development:

- **Loan libraries** – Opportunity to borrow books, resources (e.g. Story Sacks) games or recipes that parents/carers can share at home with their children to promote both social interaction and language skills. These borrowing schemes need to have support built into them in a range of formats – oral, visual and written.

- **Displays and leaflets** - These could focus on the development of language so that families know what to expect when and the importance of their role. It could include ideas for them to try at home – Talk With Me leaflets on the Surrey website have tips for parents of 0-5s.

- **ICT resources** - Talking tins (voice recorders), microphones, etc. can help develop the interaction between children and adults and can give a focus around language.

- **Resources which require co-operation and are open-ended** - It may be useful to audit the resources in your setting to see how many support co-operative play and interactions; how many are “closed” and how many are “open-ended”. In addition, areas of continuous provision could be audited to ensure language opportunities are maximised. The prompt sheet ‘20 Golden Questions’ can be shared with staff and added to areas within the environment to support the adult interactions with children.

- **Purchase** equipment to support EAL e.g. talking pen, dual language books, talking postcard

- **Video Cameras** - These could be bought and used in a range of ways to impact on many aspects of practice. Peer on peer interactions and Interactions between staff and children can be recorded and then analysed to ensure children are having quality interactions in as many situations as possible. Children’s speech could be recorded either in a formal way or else could be set up in specific areas of continuous provision. Transcripts or audio files could be kept as evidence of impact. Clips could be shared with parents with discussions which focus on the learning. This may make it more informative for the parent. Video cameras could be lent to families so that learning that takes place at home could be recorded and added to children’s learning journals.

- **ECERS, ITERS and SSTEW audits** – focusing on the quality of interactions.

- **Training** –INSET training and bespoke training delivered by outside training providers or speech and language therapists. The Supporting Children Team can help with exploring training options and put you in touch with other local providers to potentially pool together resources.
Supporting parents

Parents can be supported in a range of ways and these need to be tailored to meet the needs of each parent. Ask the parents for their ideas on how to spend the additional funding to ensure that the expenditure does match their needs. This may provide a good opportunity for partnership working.

- **Parenting programmes/workshops** - It may be possible to signpost parents to courses which are running in local schools, at the local children's centre or at other local settings. (e.g. Parenting Puzzle, HENRY programme, Cook and Eat workshops, ESOL courses, Play and Learn sessions)

- **Providing information** - This could be in a range of formats such as leaflets, DVD footage, pictures etc. Discussions with the key person can also be a good source of information for the parents. The key person could also accompany the family to meetings which relate to the child. The Surrey website has a range of information to support home learning ‘Learn with Me – child development tips for parents’ [https://www.surreycc.gov.uk/people-and-community/family-information-service/education-and-learning-advice-for-families/early-learning](https://www.surreycc.gov.uk/people-and-community/family-information-service/education-and-learning-advice-for-families/early-learning)

- **Home learning** – booklets of activities, bags or sacks for parents/carers to share with their children at home.

- **Book vouchers** – to promote reading stories at bedtime.

Training and Professional Development

- EYPP and Deprivation funding can be used to support staff with training and their own professional development which could include:
  - Supporting practitioners to achieve full and relevant qualifications
  - Specialised training courses such as Elklan, Portage or Makaton
  - Study leave

Additional hours for existing staff

- EYPP and Deprivation funding can be used to pay for existing staff to work additional hours or for an extra member of staff:
  - Employing a new member of staff with a specific expertise or qualification
  - Increase staff ratios and to work directly with eligible children
  - Undertake home visits
  - Focused visits to other settings to share good practice
  - To attend appointments with families in a supportive capacity
  - To attend Children’s Centres with families to support them to access the facilities with a familiar face

Targeted Services

Buying in professional services or sharing services in collaboration with other local providers – Occupational therapists, Speech and language therapists, Play specialist, Translation services, Counselling,
The Environment and Extra-Curricular Activities

- Improving outdoor provision to support gross physical skills
- Increasing outdoor play opportunities for children who have limited access to natural play spaces
- Sensory room
- Forest School or trips to the farm, library, museum etc.

Evidencing how you use your EYPP and Deprivation funding

You will need to evidence the decisions you made on how to spend the additional funding and the impact that it has had on eligible children. Some ideas for evidencing how you use your EYPP and Deprivation funding include:

- Creating a scrapbook to demonstrate what the funding has been spent on and how it is being used in the setting. Depending on what the funding has been used for will depend on how you put this scrapbook together you may need to add notes to explain parts of it.
- Create a folder that contains a sheet that is filled out once the setting receives a funding payment. The names of children who are eligible for this funding are recorded on this sheet and the children’s area to develop is noted. It is then down to the manager and key person to look at what best will help the child and source the resources. It is important then after a period of time to evaluate the impact the funding has on the child and record this on the sheet.
- Using a simple sheet containing the child’s name, date of birth, EYPP number and the amount of funding. Information collected from the key person regarding the child’s needs is recorded and then suggestions for spending on funding are noted. Costs of staff training occurred if this is applicable is recorded on the sheet. Then after a period of time, the impact of the funding is recorded as to what was brought or training undertaken has had an impact on the child directly. If there are more than one child receiving this funding then using a table format may be better.
- Arrange a meeting with parents to communicate and involve the parents in what the funding will be used for. This information can be noted on the child’s record on an additional sheet inserted into their records.

As well as managers being aware of what the EYPP and deprivation funding has been used for, the key person of eligible children should also be informed as they may be asked questions regarding the funding during an inspection. Therefore, it is important that managers regularly discuss with the staff team or with individual practitioners the impact that the funding has had on individual children.
**Early Years Pupil Premium and Deprivation funding Audit tool**

**EYPP and Deprivation funding**-

- Should be spent in a timely fashion so that the children who attract it also benefit from it.
- How and when it was spent should be recorded as Ofsted are likely to want to know
- Should not be spent on something that commits to long term commitment (unless justifiable) because it is not possible to predict future eligibility

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<tr>
<th>Questions to consider</th>
<th>In Place/What’s working well</th>
<th>Areas for development</th>
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<tr>
<td><strong>1. How do you promote EYPP funding to families?</strong></td>
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<td>Is it included in your prospectus/welcome pack?</td>
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<td>Do you ask about it on your registration form?</td>
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<td>Do you complete home visits or settling in visits where it could be discussed?</td>
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<td>Do you provide links to the Surrey EYPP pages on your website? <a href="#">Surrey advice for parents- Early Years Pupil Premium</a></td>
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*Do you have a setting Pupil Premium strategy? Is it included in your policies? How do you encourage families to complete the paperwork?*

[Surrey EYPP- Includes model letter for parents and registration form](#)

*Department for Education EYPP Q and A*  
[Foundation Years- EYPP Q & A](#)
2. Have you identified children who are eligible for EYPP funding and Deprivation funding?

Do you know which children might be eligible for EYPP and Deprivation funding?

Families may be eligible if they receive certain benefits. These are listed on the Surrey website link above. Children may also be eligible if

- They have been looked after by the local authority for at least one day
- They have been adopted from care
- They have left care through a special guardianship arrangement
- They have left care and are subject to a child arrangement order

How many of your current cohort are eligible?

Do you update information from parents regularly, for example when a 2 year old in receipt of funding turns 3?

Are relevant staff aware of which children are eligible for EYPP funding?

Do you know how much funding is allocated for these children?

Current rates Surrey for 2018/19 - EYPP £0.53 per hour
Deprivation £2.77 per hour

Do you know what you can spend the money on?

As well as this document there are some useful tools available from Early Education:

How to spend the EYPP
3. What are the needs of children receiving the Early Years Pupil Premium?

- Do you gather information on entry to identify children's starting points?
- How do you use this information to target appropriate interventions, particularly when children are working below expected levels?
- Do those children fall into other vulnerable groups (Looked After Children, EAL, SEND)?

_Early education_

_EYPP Project- Learning together about learning_

4. How are you using the EYPP Funding to support these children?

- How do you use Pupil Premium to extend opportunities and help children to reach their full potential?

Examples of interventions can be found in the supporting guidance- ‘What to spend EYPP on and how to evidence it'

_Early Education_

_Early Education- Ideas for spending EYPP funding_
5. How are you engaging with the families of these children?

Do you successfully engage fathers/male carers? What strategies do you use?

Do you offer home visits for vulnerable children who may need additional support settling-in?

Do your staff know where to refer families to for further support and advice?

*Early Education:*

*Early Education- Including families in decision making*

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<tr>
<th>6. How do you promote the children’s learning and development at home?</th>
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<tr>
<td>How do you share information about children’s learning and development?</td>
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<tr>
<td>Do you offer stay and play sessions to share key messages about learning?</td>
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<td>What practical systems do you have in place to share home learning ideas? E.g. Website, daily whiteboard, song cards, activity packs, ‘travelling ted’, video observations, and annotated photographs.</td>
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<td>How do you understand and respond to the voice of the child and the voice of the parent?</td>
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8. **How do you ensure the assessment of children’s needs are focussed and used to secure appropriate interventions?**

- Do staff have a good understanding of child development?
- Is cohort tracking established and analysed?
- How do you know strategies have been successful and when to stop or change an intervention?
- How do you know that quality of teaching and learning is consistently high?
- Have you system of regular staff supervision meetings in place?

9. **What has been the impact for those individual children?**

- What evidence do you have of the impact of the intervention/spend? (provision map, simple evaluation, spreadsheet for finance)
- What is going well?
- What could be better?
- How are the gaps narrowing for all children?
- Are there any barriers?
  - If so what are they?
- How are the individual barriers to learning targeted?
- Do you complete case studies to evidence the impact of your interventions?

*Early Education:*

*Early Education- Measuring the impact of EYPP funding*