

INTRODUCTION TO EARLY YEARS PUPIL PREMIUM (EYPP) FOR EARLY YEARS PRACTITIONERS

From April 2015, providers offering 3 and 4 year old free entitlement will be able to claim the Early Years Pupil Premium (EYPP) for children that meet the Early Years Pupil Premium criteria.

The EYPP is additional funding to support disadvantaged 3 and 4 year olds. It will be paid at the hourly rate of 53p per hour for every hour that the child claims their free entitlement which is just over £300 per child per year.

Early Years Pupil Premium criteria

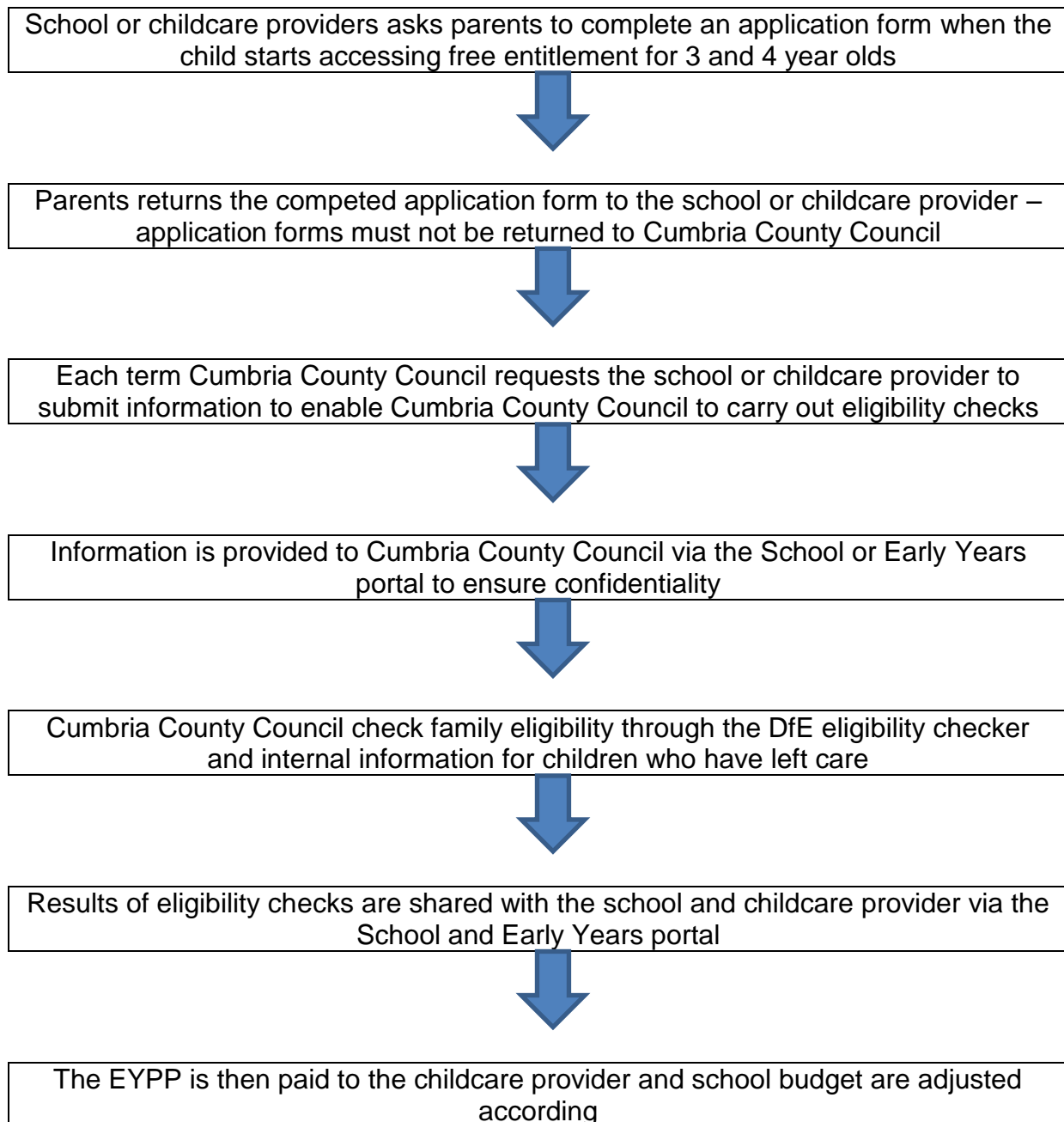
Eligible children are:

- their family gets one of the following:
 - [Income Support](#)
 - income-based [Jobseeker's Allowance](#)
 - income-related [Employment and Support Allowance](#)
 - support under [part VI of the Immigration and Asylum Act 1999](#)
 - the guaranteed element of [State Pension Credit](#)
 - [Child Tax Credit](#) (provided they're not also entitled to [Working Tax Credit](#) and have an annual gross income of no more than £16,190)
 - [Working Tax Credit](#) run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
 - [Universal Credit](#)
- they have been looked after by a local authority for 1 day or more
- they have been adopted from care
- they have left care under a special guardianship order or residence order

Please refer to the FAQs and links available at the end of this document for further information. If you are unable to find what you are looking for there then please contact one of the two following people who will be able to help.

- If you have any questions relating to checking of eligibility of Early Years Pupil Premium or funding payments to providers, contact the Early Years and Childcare Project Officer, joan.bradley@cumbria.gov.uk, via email.

Process for identifying Early Years Pupil Premium (EYPP) children



How can Early Years Pupil Premium be used to improve outcomes?

In terms of achievement, children from poorer backgrounds enter school at a disadvantage. They achieve less well at the end of reception (2015 GLD 42.5%, compared to their peers at 62.8% GLD) and continue to do less well throughout school. There is now £300 per year to support these children.

Early literacy, numeracy and communication outcomes are the strongest predictors of academic success in school.

Pupil Premium funding is to be used **specifically to narrow the gap** for these children and so improve their educational outcomes. Settings are able to decide how they spend the money.

Evidence has identified the main areas where the pupil premium is likely to have an impact:

- The overall quality of the setting
- The quality of the adult - child verbal interactions
- The practitioner knowledge of child development
- The practitioner understanding the curriculum
- Helping parents to support their child's learning at home

In order to ensure that pupil premium money is used effectively the manager should:

- Recognise that the most effective way to improve outcomes is to improve the overall quality of the setting
- Only spend the money on narrowing the gap for pupil premium pupils
- Do not confuse eligibility for pupil premium with low ability
- Focus on the prime areas, particularly speech, language and communication
- Analyse why individual children are underachieving. This will include identifying barriers to their learning
- Understand that it is their responsibility to ensure the money is spent effectively – this could mean combining all the EYPP money to provide training for all staff
- Have clear plans in place linked to what the data is telling you
- Use data to check whether plans are working
- Use the current evidence to support what is likely to work best for the children
- Have a clear strategy in place. This will include long term work to improve the setting and short term work that focuses on individual children
- Be able to explain to Ofsted how and why you have used your pupil premium in a certain way, and the impact it has had on the child's achievements. This will be judged in the Leadership and Management section.

Your strategy should:

1. State what you want to achieve. Do this by collecting and analysing data and using your professional judgement. State what success will look like for individual children.
2. Say how you are going to get there. Identify why individual pupil premium children are not achieving. Use existing evidence on best practice to write clear plans that have long term and short term goals focusing on individual children.
3. Find out if it worked. Evaluate whether this has happened using evidence such as data and observations linked to assessment.
4. Clarify the impact of the work you have done in terms of driving children's progress and supporting Cumbria County Council's Early Years Strategy, District and CASL/LASL Plans

Throughout this document there are suggestions and links which provide additional information and guidance on the effective management of EYPP.

A very useful document has been published by Early Education – '*Practical tips on allocating Early Years Pupil Premium funding*', available from the Early Education website – www.early-education.org.uk .

References to EYPP in the Early Years inspection handbook (150068)

Where the reference is found	What the reference says	Implications for your practice
Statutory requirements (paragraphs)		
Paragraph 36, p10	During the initial phone call you will be asked if you have any children who are receiving EYPP.	Ensure you know who your EYPP children are.
Paragraph 53, p14	The need to track experiences and developmental levels of certain children during the inspection process. Evidence must include the impact of any Early Years Pupil Premium funding on children's progress.	Be clear about intended impact of EYPP spending and monitoring of actual impact.
Paragraph 54, p15	If there are children eligible for EYPP at least one must be tracked.	<p>Ensure the records of EYPP children are included in any sampling/monitoring undertaken.</p> <p>Ensure the key person/key carers are confident in sharing strategies trialled, impact monitored and possible future developments for the child as well as the family.</p>
Paragraph 147, p32	Inspectors need to evaluate the extent to which the setting narrows any gaps in outcomes between any groups of children.	Ensure the progress of all children is tracked, and any trends identified and acted upon.
Paragraph 150, p33	Inspectors should collect evidence of the effectiveness of the monitoring of children's progress and interventions where needed to ensure that gaps are narrowing for groups of children or individual children identified as being in need of support.	Ensure any monitoring is analysed and contributes to setting challenging developments in relation to practice.
Paragraph 160, p42	Although attendance at the setting is not mandatory, providers should be alert to patterns of absence that may indicate wider safeguarding concerns. Inspectors will explore how well providers work with parents to promote children's good attendance, especially the	Ensure attendance is monitored regularly and strategies are in place to ensure children attend. Working in collaboration with other professionals or settings may be necessary.

	attendance of children for whom the provider receives the early years pupil premium.	<p>Adding attendance figures to summative records may help to address poor attendance.</p> <p>Having an attendance policy which is shared/written with parents could be useful.</p> <p>Having an attendance policy which is shared/written with parents could also help to address poor attendance.</p>
Paragraph 168, p46	Inspectors must determine whether children who are disadvantaged or under-performing are catching up quickly.	Ensure there is a focus on these children making accelerated progress. Ensure experiences are offered that will motivate these children. Ensure these children are well supported by skilful staff.
Grade descriptors		
The criteria for outstanding in the effectiveness of leadership and management, p33-34	Highly effective monitoring identifies where children may be slow to develop key skills so that specific programmes of support are implemented to help them catch up. Gaps in achievement between different groups of children, especially for whom the setting receives additional funding, are negligible or closing.	Ensure staff understand that some groups of children will need to make accelerated progress and how the setting is ensuring this is happening. Ensure monitoring is regular, appropriate and leads to development.
The criteria for good in the effectiveness of leadership and management, p34-35	Additional funding for disadvantaged pupils is used effectively to narrow gaps in outcomes.	Ensure staff know who the children are that receive EYPP and the strategies that have been put in place to close the gap and what might be trialled next.
The criteria for inadequate in the effectiveness of leadership and management, p35	Leaders' poor understanding of the learning and development requirements results in breaches that have a significant impact on children's progress, particularly for disadvantaged children.	Ensure you have a sound understanding of how young children learn and that you ensure you are aware of and promote the development of children who may be disadvantaged or not making expected progress.
The criteria for outstanding for outcomes for children, p46-47	Almost all children in the provision, including disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able, are making substantial	Ensure there are high expectations for all children and progress is tracked effectively and used to drive developments. The focus on achievement is focussed where

	and sustained progress that leads to outstanding achievement.	it will make a difference.
The criteria for outstanding for outcomes for children, p47	Gaps between the attainment of groups of children in the setting, including those for whom the setting receives additional funding, have closed or are closing rapidly. Any differences between outcomes in different areas of learning are closing.	EYPP spending is focussed on ensuring these children make accelerated progress where necessary. Staff discuss cohort tracking data to ensure any gaps in provision or understanding by staff or families are used to drive developments in practice.
The criteria for good for outcomes for children, p47	Children make at least typical progress and most children make progress that is better than typical from their starting points. This includes disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing. Any gaps in the attainment of groups, including those for whom the setting receives additional funding, are closing.	See above
The criteria for inadequate for outcomes for children, p47	The learning and progress of individual or specific groups of children, including disabled children and those who have special educational needs and/or those for whom the setting receives additional funding, do not match the levels of progress made by most children. Gaps between different groups show little sign of closing or may be widening.	Ensure all staff have high expectations for children and that they believe children will develop. Ensure next steps are achievable as well as challenging. Ensure staff have a sound knowledge of child development. Use tracking data to compare different groups of children, to ensure a focus remains on this particular group of children. Underachievement is challenged by staff and leadership.

In addition to this, it will be important for you to note that you know the context of your children and setting. You are in an excellent position to share the impact of how you have spent this funding. There are a range of tools at your disposal to help you, such as:

- knowledge of your children, families and staff

- tracking progress systems
- monitoring of practice
- notes from conversations with families
- notes from conversations with outside professionals
- training evaluations
- reports from outside professionals
- development plans
- supervision records
- EYPP spending plans

The quality of the information you share will influence the judgement you receive.

Remember good practice is underpinned by a sound knowledge of child development and what makes a difference to children's learning; it is not just something Ofsted want to see.

Other useful links

<https://educationendowmentfoundation.org.uk/toolkit/early-years/using-the-early-years-toolkit/>

<http://www.suttontrust.com/programmes/early-years/>

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

www.early-education.org.uk/eypp

Appendices (available electronically)

Appendix A: Early Years Pupil Premium application form (Cumbria County Council)

Appendix Bi: EYPP: Recording and monitoring impact document – blank

Appendix Bii: EYPP: Recording and monitoring impact document – example

Appendix C: Early Years Pupil Premium – Case Study template

Appendix D: Early Years Inspection Handbook – Ofsted, August 2015

Appendix E: Early Education – Ofsted questions for EYPP

Appendix F: Early Education – Practical tips on allocating Early Years Pupil Premium
Funding