

EARLY EDUCATION

Early Years Pupil Premium

Introduction

In June 2014, the Government consulted on Early Years Pupil Premium (EYPP) and funding for 2 Year Olds. The consultation sought the views on extending the existing Pupil Premium received by schools into early years, to support the Early Education of disadvantaged 3 and 4-year-olds. The results were published in October 2014, with most respondents welcoming the proposal to introduce an EYPP.

The EYPP which came into effect from April 2015 builds on the model of the school age Pupil Premium and is focused on 3&4 Year Olds from disadvantaged backgrounds, to close the attainment gap between them and their peers setting them on a more successful future.

This guidance has been developed to support early years providers in Norfolk to consider how to use the EYPP most effectively and support every provider to evaluate the impact of the funding.

What is EYPP?

EYPP is additional funding paid to Ofsted registered providers to help them to raise the quality of their provision and improve the education of children that attract the premium.

Who can claim EYPP?

All childcare providers that offer 3&4 Years Old Early Education are eligible to claim EYPP.

Who is eligible for EYPP?

Children must receive funded early education to attract EYPP funding. This funding will only be paid for hours funded by the Local Authority for the 3 and 4-year-old universal offer.

Children do not have to take up the full 570 hours of early education they are entitled to get EYPP.

Who should identify eligible children?

Early years providers are ultimately responsible for identifying eligible children.

What is the eligibility criteria for EYPP?

A child must be in receipt of 3&4 Year Old Early Education funding and meet at least 1 of [criteria](#) (Pg: 24) set by the Department for Education.

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The Local Authority is responsible for checking that individual children meet the eligibility criteria for EYPP. Providers must collect the following data on the parent/carer claim form –

- National Insurance Number / NASS Number
- Parent/Carer Date of Birth
- Parent/Carer Surname
- Criteria that has been identified as being met (where applicable)

This information is shared with the Local Authority when Early Education funding actuals are submitted via the Provider Portal.

Providers must seek informed consent to share this data with the Local Authority (via the parent/carer claim form)

Frequency of eligibility checks for EYPP

The Local Authority must check EYPP eligibility when a parent or provider tells them the child may be eligible. Once eligibility is confirmed, further checks will not take as funding will remain in place whilst the child is accessing their funding entitlement.

Where the result of a check is “not eligibility”, further checks will take place thereafter to capture any that become eligible later in the claim period. After the claim period has ended, these checks will continue only where the parent/carer details have been collected and submitted via the portal for the new claim period.

For children who are currently looked after, the Virtual School for Children in Care will monitor the use and outcomes of the EYPP. Early Years Advisers from the Virtual School will support each child’s Personal Education Plan (PEP) which will target the use of the EYPP linked to the expected outcomes in their PEP.

Norfolk Virtual School for Children in Care can be contacted on 01603 307742.

How much will be paid?

EYPP is paid at a national rate of £0.53 for every funded Early Education hour that an eligible child attends their setting. Norfolk County Council passes on the full rate to providers.

Please see the following table for examples of children attending their full 15 hours of free early education a week.

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Number of	Amount each
1 child	£302.10
5 children	£1510.50
10 children	£3021.00
15 children	£4531.50

Children do not need to access their full 15-hour entitlement to be eligible for EYPP, providers will be paid on a pro rata basis.

What is the role of the Early Years Provider in promoting EYPP with parents & carers?

The Department for Education is keen that all eligible children access this additional support for their Early Education. As a provider you should tell all parents about the EYPP, highlighting the benefits for their child and encourage parents to let you know whether they meet the eligibility criteria at the earliest opportunity. This should be voluntary as some parents may choose not to identify themselves as meeting the eligibility criteria. It is also the responsibility of the provider to ensure the parent is aware that the non-disclosure of information does not affect their child's Early Education Entitlement.

How do Early Years Providers claim EYPP?

In Norfolk, initially providers will use the parent/carer claim form to collect the information needed to perform an eligibility check. This information is then transferred to the online system known as the Provider Portal via the funding module. The data collected supports the Local Authority to meet its statutory duty, the system will also be used by providers to inform the Local Authority regarding claims for [Early Education funding](#) and other data collection requirements.

To support providers in the use of the Portal, a user guidance is available at:

<http://www.schools.norfolk.gov.uk/earlyeducation>

or alternatively call 01603 222300 - 2

How can providers make a difference using EYPP?

Individually or collectively providers must decide how to utilise the EYPP to ensure the very best outcomes for the children in their care.

When making decisions about how to use the EYPP funding, providers should use relevant research / evidence and consider what they already know from good early year's pedagogy on what works well in improving quality in early years.

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It will be necessary to maximise the effectiveness of this additional funding to improve children's outcomes and to boost disadvantage children's achievement to 'narrow the gap'. Providers should consider the use of EYPP in the context of attainment, progress, needs and impact data.

This should be done on several levels:

- Use assessment data available to them to identify vulnerable cohorts of children, patterns of attainment and gaps within groups eligible for EYPP
- Information from tracking data of cohorts and of individual children in the setting. Are there any gaps in attainment, progress or experiences? It is recommended wherever possible build on and use systems already in place in the setting ie: learning journals, EY progress trackers and cohort tracking etc.,

What is Ofsted's expectation of providers?

The Department for Education is clear that providers will be expected to evidence outcomes for children because of the additional funding allocated. This will be assessed as part of the Ofsted Inspection within the leadership and management judgement. Providers will need to demonstrate:

- Eligible children's starting points
- Learning and development needs of eligible children
- Funding allocated to each child, how it was spent and why
- What you did to support the child
- Changes to actions you planned
- The impact the funding has had on the child's learning and development

Documenting evidence/Tracking Children's Progress

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (EYFS., 2017, pg 5)

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Reviewing the progress of individual children through the EYFS is a key priority for all providers. Practitioners will need to have good knowledge of children's starting points to enable identification of need and to deliver next steps to support learning and development. For these reasons it is important that all practitioners have good knowledge of how children develop.

It is important that whatever system is used to track progress it is grounded in the principles of EYFS and supports and encourages quality improvement.

There are a number of resources available for tracking children's progress, including Norfolk County Council [Tracking Guidance](#) and Early Support Generic [Developmental Journal](#).

Measuring Impact

It is important that providers consider how the impact of EYPP funding will be measured as this will be an integral part of early years Ofsted Inspections. Practitioners will need to be aware of attainment of eligible children and be able to measure their progress against their peers.

Information to be collected may include;

- Take up / Attendance
- Tracking of individual and cohorts of children
- Use of assessments tools for children's well being
- Reflective practice accounts
- Parental survey
- Language development trackers i.e. ECAT
- Analysis of attainment against areas of learning to identify strengths and weaknesses
- Professional development portfolios
- Analysis of Supervision and appraisal records
- Staff training and development plan

Leadership of EYPP

The role of Leaders and Managers will be key to the effective implementation of EYPP. As part of their core offer Leaders and Managers should:

- Ensure all practitioners are aware of EYPP and which children attending the setting are eligible

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- Have EYPP high on the agenda at staff meetings and during supervision so that staff are held accountable for meeting the needs of children
- Support staff to establish systems to track progress and analyse information, reflect on observations and understand individual children
- Support staff performance management
- Ensure accuracy and consistency of recording
- Ensure effective transitions
- Shared responsibility (with other professionals) to ensure an Early Years Personal Education Plan (EYPEP) is initiated for any Looked After Child (LAC)
- Ensure appropriate advice and support is available to staff
- Ensure parental involvement
- Understand what is working well in the setting
- Identify any children whose needs are not being met
- Ensure setting SEF supports effective use of EYPP
- Ensure the setting is responsive to children need

Suggestions on use of EYPP

Early years providers should make their own decisions about how to use EYPP, but they should use evidence about what works well when making this decision and it must raise the quality of their Early Education in order to support the children in their care.

Consideration could be given to the following approach:

- **Targeted** – Groups
Targeted interventions or programmes for specific groups of children with identified need
- **Individual** – Specific needs
Targeted support using specific interventions or programmes matched to meet need

Norfolk County Council has produced some guidance to assist providers to decide how best to use the funding to improve outcomes. The guidance 'Use of Early Years Pupil Premium' is available online together with case studies which describe existing good practice already implemented in Norfolk.

Other national information/material is also available online.

Eg. [Foundation Years](#)

[The National Children's Bureau](#)

[Education Endowment Foundation](#)

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What happens if the use of funding is not “narrowing the gap”?

It will be necessary for providers in receipt of the premium to regularly review and evaluate how the funding is being used and its effectiveness. Where it is felt that the impact is not as expected and it is necessary to adjust, then it is recommended that these decisions are recorded as part of the decision-making process to clearly demonstrate that practice is reflective, progress has been measured/analysed and there is an understanding of need.

What should providers do next?

- Ensure as far as possible that all eligible children have accessed EYPP
- Baseline and track all children – Ofsted will be looking for gaps between children in receipt of EYPP and those not in receipt at the start of their time at the setting. Settings will be expected to narrow the gap overall by using EYPP to provide appropriate support and interventions for all areas of delay
- Ensure you know what research is saying
- Regularly review and evaluate spending and any interventions used. Change any which are not having any impact but ensure evidence is kept.
- Meet with other local providers and consider pooling funding to maximise impact

From 2016 the Local Authority will collect information via the Early Years Census on the number of children receiving EYPP at each individual setting.