The Early Years Pupil Premium (EYPP) is being introduced to help narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. It is based on evidence that cognitively able children from disadvantaged backgrounds fall behind less cognitively able children from more affluent homes by the ages of two or three.

In brief Early Years Pupil Premium will be:

- £50 million nationally in the financial year 2015 to 2016
- For disadvantaged 3 and 4 year olds
- Funded at 53p per hour (national rate)
- Just over £300 per year for eligible children accessing their full 15 hours free entitlement, paid directly to all registered Early Years Providers including schools

Eligibility

3 and 4 year olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

- their family gets 1 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 in local-authority care for 1 day or more in England or Wales;
- they have been adopted from care in England or Wales; or
- they have left care under a Special Guardianship Order or residence order in England or Wales

For children who are currently looked after, the virtual school of the LA responsible for the LAC child will be responsible for issuing the EYPP grant.

For children who have left care under a Special Guardianship Order, a Child Arrangements Order or Residence Order and/or children who are adopted it will be the responsibility of their parents, adoptive parents or guardians to show evidence (copy of the court order) demonstrating that the child was formerly in LA care.

Maximising take-up of EYPP

The Department for Education is keen that all eligible children access this additional support for their early years’ education. Providers are encouraged to identify children who may be eligible at the earliest opportunity.

- Prior to a child starting at a setting, the school or provider should gather the necessary information with the parent/carer (name, address, parent NI number and child’s name, DOB and address). If care is shared it is the main carer’s details which should be submitted. Information should be protected or destroyed after the application has been made.
The eligibility checker will be available as an instant online check on the Nottinghamshire County Council website in the early years' section, once the work on installation is complete. A process map will be available to guide the person making the check. The checker will be available for applications during the summer, but the exact go live date is not yet known. Schools and settings will be informed as soon as possible.

The process will involve parents submitting their child’s details and their own National Insurance number into an online form. There will be an instant decision available which informs them if they are eligible. Schools and providers will also be able to check via the provider portal if a child registering to start with them is eligible for EYPP funding.

If parents cannot check online themselves, then they will be able to have the check carried out via the customer service centre and still receive an instant result. Schools and PVI providers will also be able to run the check, with parental consent.

Over the summer term there will be information sessions at the provider network meetings in early July and two sessions for schools. Capita will provide some guidance for schools to use.

If any parent or setting has already submitted a paper proforma, the team at County Hall are holding onto these forms and will run the checks as soon as the system is ready.

(N.B. For older children who may be eligible for school-age pupil premium from F2 upwards, contact the FSM team http://www.nottinghamshire.gov.uk/learning/schools/school-dinners/free-school-meals/ or phone 01623 433009)

If parents/carers show Initial reluctance to engage/check eligibility:
  - Ask all parents to check eligibility to avoid labelling of individual children.
  - Encourage them to see the benefits in non-stigmatised way eg ‘If you help us to access this it will help us get more training/support’.
  - Identify the benefits directly to the parent eg paid for outings
  - Some schools and settings have offered incentives such as free uniform, if parents apply for EYPP and are successful.

How should the EYPP be used?
The effectiveness of how this money is used will be assessed by Ofsted during their inspection visit to settings and form part of the leadership and management judgement.

Settings should consider their use of EYPP within the contexts of attainment, progress, needs and impact data. This should be ideally done at a number of levels:-
  - Use of the EYFSP data to identify vulnerable cohorts, patterns of attainment and gaps within the groups eligible for EYPP (this can be done through local Attainment groups/Early Years Forums and is a highly effective way of having shared attainment priorities).
  - Information from tracking data of cohorts and of individual children in your setting. Are there any gaps in attainment, progress, provision or experiences? Wherever possible build on and use systems already in place in your setting eg Learning Journals, Early Years Progress Trackers and cohort tracking.
  - Audits using methods such as ECERS, ITERS and SSTEW scales to determine where provision can improve.

We strongly recommend that you consider what we already know from good Early Years pedagogy and research eg the EPPE study 2004 http://www.ioe.ac.uk/RB_Final_Report_3-7.pdf outlines the importance of seven key areas:
1. The quality of adult–child verbal interactions.
2. A good balance of child and adult initiated activity: in effective settings the balance of who initiated the activities, staff or child, was about equal.
3. Staff knowledge and understanding of the curriculum.
4. Staff knowledge about how young children learn.
5. Adults with the right skills to support children.
6. High levels of parental engagement in their children’s learning: there were more intellectual gains for children in centres that encouraged this well.
7. Suitable discipline/behaviour policies. The most effective settings adopted policies in which staff supported children in rationalising and talking through their conflicts.

The EPPE study found that the benefits of pre-school education are at their best when:
- The setting is of high quality.
- The setting places high importance on intellectual aspects as well as social/behavioural aspects of development.
- Staff working with children are well qualified and well trained (especially as curriculum leaders and when they work directly with children for a substantial period of time).
- Children have longer in the setting (over more months, not over longer days).
- Specialised support/intervention is provided – especially in language and pre-reading skills.
- Staff show warmth and are responsive to individual needs.
- Parents are actively encouraged and helped to support their child’s learning at home through songs, nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits and creating regular opportunities for them to play with their friends at home. The parent/carer does not need to be well-educated or qualified for a good impact to be seen. *(NB reading and talking together without background noise is also important)*.
- There is a good social mix of children.

The amount of EYPP is not large but if used well could have a significant impact on outcomes for disadvantaged children of all abilities. We recommend that you audit your provision and then consider spending the funding on ways to address the identified needs. The methods selected will depend on the amount of Pupil Premium funding your setting attracts.

**Some suggestions for use of EYPP include:**
- Developing the quality of staff through Continuing Professional Development (CPD).
- Paying higher salaries to attract staff with higher qualifications.
- Developing a language lead where language development is an identified issue (see appendix 2 L4L CPD triangle; could be used to achieve Nottinghamshire Language Lead accreditation, at a cost).
- Investing in strategies to develop parental involvement and their capacity to support their children (home visits, transition groups, information meetings, parenting courses, home learning through projects such as REAL/Early Words Together etc).
- Extra staff for improved ratios, interventions or other identified needs eg EAL worker, family support worker, play therapist. Pooling resources with other settings in the area could make this affordable.
- Extra time for staff to observe, analyse and plan for children’s specific needs.
- Peer to peer time within and between settings to share knowledge of children and families and to share good practice.
- Packages of specific language interventions.
- Specialist Speech and Language time or training.
- Nottinghamshire’s Talking to Learn approach.
- Early numeracy project.
- Early literacy project.
- Improve outdoor play for self-regulation, learning and resilience (especially boys).
- Forest school provision.
- Organic food/healthy meals.
- One off enhanced experiences for children and parents eg hatching chicks.
- Specialist resources eg spare walking frame for setting for disabled child.
- Sustaining placement across holiday periods for continuity.

This is not a definitive list. Also EYPP does not have to be used directly for each individual child, but whatever the money is spent on must demonstrably affect the outcomes for eligible children.
NB the EYPP cannot be used to reduce additional childcare costs – it must be used to supplement the child’s experience.

Where to get additional CPD?
In Nottinghamshire, we have provided, and still provide, free support and training in areas such as language development, PSED, and children with EAL. Such courses are still advertised regularly on the CPD website [http://www.nottinghamshire.gov.uk/caring/children/childcare/providers/childcaretraining/](http://www.nottinghamshire.gov.uk/caring/children/childcare/providers/childcaretraining/). There are also many opportunities to access sold-service training through NDNA, PSLA [see below](#) and NCC’s Education Improvement Service [http://www.nottinghamshire.gov.uk/cpd](http://www.nottinghamshire.gov.uk/cpd), as well as a very wide variety of outside providers.

Some of the training available is listed in Appendix 1.

What should you do now?
- Ensure as far as possible that all eligible children have accessed the EYPP.
- Meet with other local providers and consider pooling funding to maximise impact (locality attainment groups will support this process).
- Baseline and track all children – Ofsted will be looking for gaps between PP and non-PP children at the start and end of their time in the setting and settings will be expected to narrow the gap overall by using the PP to provide appropriate support or interventions for any areas of delay.
- Ensure that you know what the research is saying – refer to DfE advice, EEF (Sutton Trust) website, EPPE research etc.
- Regularly review and evaluate spending and any interventions used. Change any which are not having an impact.

Useful websites:
- [www.nottslanguageforlife.co.uk](http://www.nottslanguageforlife.co.uk)
- [http://www.foundationyears.org.uk/](http://www.foundationyears.org.uk/)
- Pre-School Learning Alliance (PSLA): [https://www.pre-school.org.uk/](https://www.pre-school.org.uk/)
- [https://educationendowmentfoundation.org.uk/toolkit/early-years](https://educationendowmentfoundation.org.uk/toolkit/early-years)
Appendix 1

Workforce development and training opportunities, which we already provide with some free and some sold service, includes the following (not an exhaustive list):

- Networks: SENCO, EYFS, and Language Lead
- Conferences (such as Growing Talk and Muddy Footprints)
- Talking matters
- Let’s interact and Let’s interact too
- Communication for all
- Attachment training
- Early identification and intervention
- Creating successful partnerships with parents
- Maths courses
- Outdoor play training including Forest Schools
- Behaviour training

Keep an eye on the TADO website for latest updates
http://www.nottinghamshire.gov.uk/caring/children/childcare/providers/childcaretraining/

Education Improvement Service
CPD Brochure for Primary and Special Schools http://www.nottinghamshire.gov.uk/cpd includes:

- All about adult interactions
- Phonics in EYFS
- Striving for excellence in EYFS
- Using your outdoor area effectively
- Raising expectations working with vulnerable groups

Nottinghamshire Children and Families Partnership Speech and Language Therapy Packages such as:
‘Talking to Learn’ – bought evidenced –based package developed in Gedling, Nottinghamshire schools but applicable for other settings
‘Step up to talking’ support package for individual settings
Bespoke SLT packages – contact Jane Young: jane.young2@nottshc.nhs.uk 07815494540
**Enhanced**: those who need more detail for roles, SLC is a major part of role, identify and work with CYP with SLCN. E.g. language leads.

Enhanced training and CPD is available to those who have attended Universal recommended essential training. It is available through TADO, NCC training brochure, SLT Sold service and by arrangement with NCFP SLTs according to prioritisation.

**Specialist**: those whose work relates specifically to CYP with SLCN, have a specific role identifying and assessing children with SLCN, and are likely to support other practitioners in this regard e.g. SENCos, EYSTs.

Specialist level training available from SLT Sold Service via EIS CPD Brochure for Primary and Special Schools. “Seeing is Believing” by arrangement with NCFP SLT. Health visitor training from NCFP SLTs and NHC Learning and Development.

**Universal**: This stage sets out the skills and knowledge relating to speech, language and communication for everyone who works with CYP.

Universal training is available through TADO, EIS training brochure, SLT Sold service and by arrangement with NCFP SLTs according to prioritisation.

Current recommended essential training for all Early Years Practitioners that work face to face with children and families.

**Achievement and Equality courses related to EAL**

**Workforce development supported by Nottinghamshire Healthcare Speech and Language Therapy Service under the Language for Life strategy**