

EARLY YEARS SUPPLEMENTARY FUNDING

GUIDANCE

What is the funding and what is it for:

Early Years Pupil Premium – to support providers to close the attainment gap between the most disadvantaged children and their peers. The funding is £0.53 per hour paid for universal hours over 3 terms.

Eligibility criteria:

Three and four year olds will be eligible for EYPP if the child receives the universal 15 hours entitlement and they meet any of the following criteria:

- Their family receives 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 are 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 (annual net earned household income of no more than £7400)

They are currently being looked after by a local authority in England or Wales

- They have left care in England or Wales through:
 - an adoption order
 - a special guardianship order
 - a child arrangements order

Maximising take-up:

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) using the parental declaration form. These details should be entered on the Provider Portal via the headcount task. Information should be securely stored whilst the child attends the setting. Providers are recommended to securely retain 'Parent Declaration Forms' for 6 years after end of funding period, or as required by funding body, as they constitute financial records. Forms and evidence should then be destroyed as confidential waste after the period of 6 years after funding period has ended.
- Schools not using the Provider Portal to submit their returns should gather the necessary information as above on the Early Years Pupil Premium Voluntary Registration Form for Parents and transfer the information to a submission template and submit with their termly headcount. Both the registration form and template will be provided to schools with the headcount instructions for that term. The registration forms should be destroyed after the information has been transferred to the template and submitted to NCC.
- The Parent Declaration Form and Early Years Pupil Premium Voluntary Registration Form for Parents require consent to be sought before it is submitted for checking. Providers and schools should check that parents have given consent before submitting any data via the portal or the template.
- A termly check will then be completed by NCC on the information entered via the portal and the school templates. Schools and settings will be informed as soon as possible by way of a portal report mid-term.
- In addition to the information above for children who are subject to an adopted order, special guardianship or child arrangements order information should be gathered with parents to evidence that the child has been previously looked after by a local authority. This information should be sent to early Childhood Services and then destroyed.

Accessing payment:

You will be paid £0.53 per hour that the child attends their early years entitlement with your setting. This could mean an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education. This will be pro-rated if more than one setting claims funded hours.

How to use the funding:

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.

You should consider your use of EYPP within the contexts of attainment, progress, needs and impact data. This should be ideally done at a number of levels:-

- 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 e.g. Learning Journals, Early Years Progress Trackers and cohort tracking.

- Audits of your provisions using methods such as SSTEWS scales to determine where provision can improve.

Some suggestions for use of EYPP include:

- Developing the quality of staff through Continuing Professional Development (CPD).
- One off enhanced experiences for children and parents e.g. a trip to a farm
- 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).
- Extra staff for improved ratios, interventions or other identified needs e.g. 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.
- Early numeracy project.
- Early literacy project.
- Improve outdoor play for self-regulation, learning and resilience (especially boys).
- Developing or providing Forest school provision.
- Specialist resources e.g. spare walking frame for setting for disabled child.
- Sustaining placement across holiday periods for continuity.
- Paying higher salaries to attract staff with higher qualifications.
- Developing a language lead where language development is an identified issue.

This is not a definitive list. 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.

Tracking a child's progress:

The progress of the child should be tracked using the settings usual development records and tools. Providers will be required to submit Progress reports at regular intervals through the Better Start module on the Capita Portal.

Additional support available:

Advice and guidance is available from the EY Quality and Attainment team.

CPD and training opportunities

TADO - <http://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/early-years-training>

Useful websites

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>

<https://www.early-education.org.uk/how-spend-your-eypp>

<https://www.foundationyears.org.uk/category/eypp/>