

## Guidance on the Early Years Pupil Premium (EYPP)

In April 2015 the Government introduced an Early Years Pupil Premium for qualifying three- and four-year-olds. The purpose of this funding is to support settings in narrowing the attainment gap between the least and most deprived families in the country. Cambridgeshire County Council was a pilot local authority for this programme and providers received funding for the spring term 2015.

### Qualifying criteria

A child will be eligible for pupil premium funding if they are in receipt of the 15 hours of government funded early education and meet one of the following criteria:

In a low income family. Their parents are in receipt of one or more of the following benefits:

- Income Support
- Income-based Jobseekers' 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 – paid for 4 weeks after they stop qualifying for Working Tax Credit.
- Universal Credit (with an annual net earned income of no more than £7,400)

Or the child has:

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

Evidence of the above (Adoption, Special Guardianship Order (SGO) or Child Arrangement Order) will need to be submitted to the [EWB.FSM@Cambridgeshire.gov.uk](mailto:EWB.FSM@Cambridgeshire.gov.uk), before a code can be issued.

If providers have any queries on eligibility checks that are carried out from the parent information that is submitted via the provider portal, please contact Education Welfare Benefits Team on 01223 703200 or [EWB.FSM@Cambridgeshire.gov.uk](mailto:EWB.FSM@Cambridgeshire.gov.uk) or post evidence to Education Welfare Benefits Team, Box No OCT1222, The Octagon, Shire Hall, Cambridge CB3 0AP

## Funding

The Early Years Pupil Premium will be paid at a national rate of approximately £0.53 per child per hour. This will equate to about £300 for a child taking the full 570 hour entitlement. The money will follow the child, as is the case with nursery education funding.

## Supporting children

Supporting children who are eligible for the Early Years Pupil Premium could take a number of different forms – for example, providers might choose:

- to employ a graduate-qualified staff member; or
- to review current pedagogy and adopt new approaches; or
- to make early education available more flexibly from 8.00am to 6.00pm, so that it can be accessed more easily by disadvantaged parents; or
- to pool their funding with other providers to buy in some group training.

Whatever providers decide, it is important that settings are able to evidence that individual children's needs are met and that the impact of government funding is evident. Pupil premium has been available to schools for a number of years. Case studies of how it is used in schools show that where practitioners, managers and leaders are held to account for the spending of the EYPP, the impact of pupil premium funding on children's learning is evident.

## Tracking data

It is essential to have good knowledge of children's starting points to enable you to plan and deliver next steps to support their learning and development. You need to be aware of the attainment of disadvantaged children and the progress disadvantaged children are making in relation to their peers. All practitioners need to have an understanding of age related expectations and enable children to achieve and move beyond them.

Tracking could be by capturing anecdotal evidence of how children are progressing to their next steps, demonstrated through your record keeping or evidence in your learning journeys. It could be seen in your annotated planning or by revisiting your long observation sheets and tracking the child over time with reference to a particular target area for development. Also, it could take the form of aging and staging on a half-termly or termly basis, tracking progress made over time and analysing gaps in learning or using other tools, e.g. CASEY, the ECAT tracker. It is of course important to focus on prime areas, particularly if there are any developmental concerns.

## **Pupil progress meetings**

It's not enough to just track children; it is necessary to make decisions about what observations and data mean in regard to attainment and progress. Pupil progress meetings support this. Meetings should happen regularly within your team, identifying the children in receipt of EYPP, looking at how the funding has been used and the impact upon individuals or groups of children. Key workers must be involved in these discussions and need to be held accountable for eligible children in their key worker group. There need to be clear agreed success criteria for short periods of time.

Key workers are vital to driving the support for eligible children but all practitioners need to be aware of those identified to ensure a whole setting shared responsibility for moving children forward. Whilst this approach applies to many different groups of children in your setting, e.g. funded two-year-olds, in terms of pupil premium funding, meetings or a method to monitor the impact, are important.

Types of questions to ask at pupil progress meetings:

- Which children at our setting are in receipt of funding?
- What have we done differently?
- What difference has it made?
- Is it working for a particular group of disadvantaged children, e.g. girls / boys / EAL learners?
- Why did / didn't it work?
- What next?

Answers to these questions will drive your planning for individuals and/or groups of children.

## **Working with parents**

Sharing information with parents is another important strand of the pupil premium. Parents as partners in learning and the importance of home learning experiences are embedded within good early years pedagogy and pupil premium reiterates the importance of this. It is beneficial for children and parents and the setting to share assessment information and agree strategies for moving forward with parents. Equally, when evaluating success of a particular intervention to celebrate this progress with parents.

## **Accountability and monitoring**

Things to consider when developing leadership of the pupil premium:

### **Do you have an Early Years Pupil Premium Champion?**

Is there someone in your setting who is focused on accelerating the progress of underperforming groups and individuals? Is there someone who always has these children high on their agenda when considering all types of business relating to the setting? Is there

someone networking with other providers to share good practice and support key groups of children with similar needs across the wider community?

This role can work alongside the team to audit the current context of the setting and set priorities for Early Years Pupil Premium funding. They should work with the managers, committee or governors to create an action plan and monitor the progress of it.

Professional development needs of practitioners should be identified and these should be fed into the setting action plan to ensure practitioners have the skills to meet the needs of the children.

### **Do leaders hold staff accountable?**

Are the needs of children in receipt of Early Years Pupil Premium high on the agenda of staff meetings and training sessions?

Are senior practitioners modelling good practice in regard to closing the gap? Are all practitioners aware of children in receipt of the Early Years Pupil Premium? Are practitioners aware of where their children are in relation to age related expectations? Are practitioners taking responsibility for closing that gap between disadvantaged children and the rest of the cohort?

One powerful way to do this is through performance management. Do you have a target relating to progress and achievement of children in receipt of Early Years Pupil Premium? Are individual practitioners engaged in tracking the progress made and reflecting on what is making a difference for individual children in their key work group? Is the progress of pupil premium children part of your supervision process?

### **Does the committee or governing body hold the leadership team accountable?**

Is Early Years Pupil Premium an agenda item when meetings take place? Is Early Years Pupil Premium funding ring-fenced? Is spending challenged? Are stakeholders engaged in the setting objectives and monitoring the pupil premium in action? Is the committee scrutinising the data and funding, creating a report evidencing the impact it is having on closing the gap for disadvantaged children?

### **Ofsted**

Inspectors will evaluate and report on the use of the Early Years Pupil Premium as part of the current inspection framework. Inspectors will report on what practitioners do concerning children's learning and development; whether children make the best possible progress, taking into account their starting points and capabilities, the length of time they have been at the setting, the impact of, and how often they attend; and how well they are prepared for school or the next steps in their learning.

### **Local Authority**

All providers receive essential email updates and have access to information on Learn Together. In addition to statutory support there is also the annual audit tool. For member settings, your Early Years Adviser (EYA) will discuss your use of the pupil premium with you. This enables the EYA to signpost you to local support and to support your readiness for inspection. All providers who are eligible to receive nursery education funding will be

eligible to receive the pupil premium. If your setting receives an Ofsted judgment of 'Inadequate' or 'Requires Improvement', the usual processes will apply and we will work with you to determine your ongoing position with funding eligibility.

Produced by the Early Years Service, Cambridgeshire County Council

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