‘If the race is already halfway run even before children begin school, then we clearly need to examine what happens in the earliest years’

(Esplin – Anderson, 2004)\(^1\)
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**Introduction**

EYPP was introduced by the coalition government in April 2015 to further support the early years sector in closing the attainment gap between the most disadvantaged children and their more advantaged peers.

This guidance is intended to support decision making and build on evidence gathered of practice that is already delivering effective outcomes for children in Staffordshire.

Due to the roll out of Universal Credit (UC), the criterion for EYPP has changed from April 2018. Providers are advised to visit: [www.staffordshire.gov.uk/EYPP](http://www.staffordshire.gov.uk/EYPP) for more information.

**Process & Rate**

Terms and conditions for EYPP are set out in Section 9 of the current Early Education and Childcare Provider Agreement.

**Provider Accountability**

Ofsted will assess during early years inspections:

‘How effectively leaders use additional funding, including the early years pupil premium, and measure its impact on narrowing gaps in children’s outcomes.’

*Ofsted Early Years Inspection Handbook – August 2015*

Providers should acknowledge that EYPP is an entitlement for eligible children and there is a duty to claim the grant and spend it appropriately to support best outcomes for the child.

**Diminishing the Difference (previously termed as ‘Closing the Gap’) in Staffordshire**

The criterion that determines Free School Meal (FSM) eligibility is consistently used at a national and local level to define economic disadvantage. A comparison is made between children who meet FSM criterion and those who do not.

The data below (Figure 1) shows that despite initiatives such as Think2 and EYPP, the gap between the most disadvantaged children and their more advantaged peers is still too wide. Similarly, the attainment gap between girls and boys is also an area that needs focus.
**Getting Started**

Both the Tickell and Allen reviews (2011) set out four key aspects that make a difference to a young child’s life:

- Families and parents are critical to children’s development, learning and progress
- The home learning environment is crucial
- Early Intervention is fundamental
- Language and Communication is a ‘vital underpinning skill’ and an indicator of future success

For small numbers of children, providers may need to look at bespoke, individual activities and interventions. Larger cohorts of eligible children provide opportunities to ‘pool’ funds and potentially deliver group based activities. The section on ‘Pooling funds’ (P7/8) and case studies in the appendix provide further information and examples.

These reviews can be respectively accessed at:


### Percentage of children who achieve a Good Level of Development (GLD) at the end of Reception year

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffordshire</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• FSM Staffordshire</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>• Non FSM Staffordshire</td>
<td>75%</td>
<td>76%</td>
</tr>
<tr>
<td>• Gap - 17 percentage points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National</strong></td>
<td>69%</td>
<td>71%</td>
</tr>
<tr>
<td>• FSM National</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>• Non FSM National</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>• Gap - 18 percentage points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls Staffordshire</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Staffordshire</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>• Gap - 14 percentage points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Girls National</strong></td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>Boys National</td>
<td>62%</td>
<td>64%</td>
</tr>
<tr>
<td>• Gap - 15 percentage points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1**
It may be beneficial to think about the following three broad themes when making your decisions of how to spend EYPP to ensure the funding will have a long-lasting impact for both the individual child and your setting:

- Training
- Developing the home learning environment
- Widening the life experiences of the child and family

Questions to consider as a starting point

Q. How many children do I have eligible for EYPP?

A. Most providers will be in a position to estimate how many children they are likely to have eligible for EYPP from looking at previous years attendance. This will influence the type of activity that can be undertaken.

For small numbers of children, providers may need to look at bespoke, individual activities and interventions. Larger cohorts of eligible children provide opportunities to ‘pool’ funds and potentially deliver group based activities. The section on ‘Pooling funds’ (P7/8) and case studies in the appendix provide further information and examples.

Q. How will we gain consent from parents and engage with them?

A. The Parent Declaration form, which should be used in conjunction with all early education entitlements, will assist providers to collect the essential details from parents required to conduct an eligibility check. The form can be accessed at:


Some parents are often reluctant to share this information for many different reasons. Providers who have had success in engaging large numbers with EYPP have often used the phrase ‘Please may I ask if you meet the criterion listed here? The reason we ask you is because if you do, we can access some extra funding which can be used to support your child in our setting.’ (See page 10 ‘Using district data and understanding your local priorities’ for more information).

Q. Do we know, as a setting, what the areas of development are for our most disadvantaged children?

A. What data do you already have as a setting? Is this changing year on year or are there some trends that you need to reverse? Do you have some individual children presenting with specific needs?

Providers should:

- View Staffordshire district profiles to identify key priorities for their district:
  https://www.staffordshire.gov.uk/education/childcare/ChildcareCounts/districtprofiles.aspx
- Use their own data to look at trends regarding Learning and Development and progress in cohorts.
- Focus on individual data regarding specific needs – health, cognitive, physical (learning journeys and child profiles).
Q. **What difference do we want to see in our setting?**

A. As a provider, your practitioners will have an excellent bank of knowledge about the areas of development for children. They are likely to be aware of emerging issues and priorities that are newly identified. Providers are encouraged to involve their staff in the planning and decision making for EYPP.

Providers may wish to:

- Reflect on the deployment of staff, taking account of their qualifications, knowledge, skills and experience to work with children of different ages and those in receipt of EYPP;
- Identify where there may be skill gaps through a self-evaluation audit and act on any identified need for further training.

Providers may wish to use the Quality Improvement Audit Tool

http://entrust.education/Page/471

...and address training and workforce development needs by visiting:

http://entrust.education/Training

Q. **What do the local feeder schools (who our children make to transition into) say about the gaps in learning for children entering reception?**

A. An effective approach to utilisation of EYPP can be to discuss with the feeder primary schools in your locality what they see as key areas for development in recent years. For example, they may be concerned about speech and language of children on entry into their reception classes. Therefore, effective communication with the Early Years lead for feeder primary schools is essential to understand the gaps that are being identified on entry to school and to help you ensure the grant is used to support school readiness.

Contact details for local schools (at postcode level) can be accessed by visiting:

https://apps2.staffordshire.gov.uk/SCC/SchoolDetails/

**Pooling funds**

This may be particularly appropriate for providers with small numbers of eligible children. A 'one size fits all' approach will not work for everyone; therefore it is important that providers consider the pros and cons of this approach.

Here are some of the considerations that may support you:

- Who are the local providers/schools that you may need to work with?
- What arrangements may you need to put in place to safeguard your setting (think in terms of transferral of funds, paying for professionals/services etc.)
- Who will take over all responsibility for the co-ordination of any pooled funds and projects?
Some advantages of pooling EYPP grant for children within a setting and across settings

- Greater value for money
- Opportunity to focus on outcomes in the wider locality that you want to address
- Collaborative approaches to tracking and measuring impact
- Sharing skills and expertise – learning from each other
- Targeted training from specialists, for example speech and language, upskilling all staff for the benefit of all children
- Using the funding to focus on cohorts of children, for example, raising boys achievements

Some disadvantages of pooling EYPP grant for children within a setting and across settings

- Tight agreement/contract may be needed with other providers to ensure everyone meets their obligations
- Challenging if each providers EYPP numbers fluctuate from term to term
- Spending EYPP effectively for children who are eligible but developing well
- May prove more difficult to evidence spend in relation to individual children

**Figure 2**

**Childcare hubs**

Childcare hubs involve settings working collaboratively to provide a blended childcare offer in their locality. At a time when local authority support has reduced, they offer a way for providers to work together more effectively and provide peer to peer support. Hubs help to secure sufficiency of places across all age groups, strengthen transitions between settings and act as a vehicle for shared training opportunities. They can also appeal to parents as they benefit from a more seamless childcare network in their locality. A hub arrangement could also benefit providers in utilizing their EYPP grant in terms of pooling funds and learning from best practice.

For more information about setting up a Childcare Hub, please email fis@staffordshire.gov.uk
The benefits of engaging parents

Developing a ‘partnership’ approach with parents is crucial for EYPP. Providers are encouraged to think about what opportunities there are to discuss EYPP with parents.

This may be via:

- Keyworker approach
- Parents’ evenings
- Informal discussions at transition times

It is important to involve parents in the decision making of EYPP for their child and then share information regarding impact. This can be done via any home to nursery communication mechanisms you already have in place. See case studies in appendix for further examples of good practice.

Consider

- What information can parents share with you about their child’s strengths and areas for development?
- How would they like to see funding spent on their child?
- What aspirations do they have for their child?

*The Ofsted Early years inspection handbook (2015) focuses on:*

- How engagement with parents supports their child’s learning
- How often practitioners share a good-quality summary of their observations of children with the children’s parents
- How and when parents are asked for information about their child’s development
- How assessment information is used to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning or who need additional support, enabling children to make good progress and achieve well

*The Statutory Framework for the EYFS (2017) states:*

- Providers must work in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school.
- The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate.
- Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.
- Pulling intelligence and expertise together about a child is powerful where parents are valued in knowing their child best and your knowledge of the child in the context of the setting. The document What to expect, when? A parents’ guide [www.foundationyears.org.uk](http://www.foundationyears.org.uk) can be used to empower parents who may need confidence in supporting their child’s learning and development.
Using district data and understanding your local priorities

Staffordshire County Council produces a yearly provider friendly district early years profile. The profile is colour coded; reds’ show adverse trends in your locality; greens’ show positive trends. Using district data will enable you to see if there are correlations between children in your provision and what the data is showing.

https://www.staffordshire.gov.uk/education/childcare/ChildcareCounts/districtprofiles.aspx

Providers should consider how these data profiles can help them proactively utilise their EYPP grant to improve outcomes for children.

**EARLY YEARS DISTRICT PROFILE 2017**

**Cannock Chase**

**Population**

- The total population of Cannock Chase is 98,500 with 5,600 being aged 0-4 year olds according to the mid population estimates in 2015.
- There is a lower proportion of 0-4 year olds in Cannock Chase than there is nationally.
- 98% of residents in Cannock Chase are white.
- The percentage of people from minority groups is lower at 2% than the county average.

**Health and Wellbeing**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Year</th>
<th>Cannock Chase</th>
<th>Staffordshire</th>
<th>England</th>
<th>Change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of live births</td>
<td></td>
<td>2016</td>
<td>1,099</td>
<td>6,479</td>
<td>68,150</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentage of population (0-4)</td>
<td>%</td>
<td>2015</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>Similar</td>
</tr>
<tr>
<td>Babies with low birth weight (under 2.5kg)</td>
<td>%</td>
<td>2014</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>Similar</td>
</tr>
<tr>
<td>MMR vaccination take up</td>
<td>%</td>
<td>2014</td>
<td>94</td>
<td>95</td>
<td>93</td>
<td>Lower</td>
</tr>
<tr>
<td>Child healthcare take up</td>
<td>%</td>
<td>2014</td>
<td>94</td>
<td>97</td>
<td>94</td>
<td>Lower</td>
</tr>
<tr>
<td>Free school meals</td>
<td>%</td>
<td>2015</td>
<td>13</td>
<td>11</td>
<td>15</td>
<td>N/A</td>
</tr>
<tr>
<td>Children in low income families</td>
<td>%</td>
<td>2016</td>
<td>18</td>
<td>14</td>
<td>20</td>
<td>Similar</td>
</tr>
<tr>
<td>Lone parent households</td>
<td>%</td>
<td>2011</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>N/A</td>
</tr>
<tr>
<td>Excess weight (reception)</td>
<td>%</td>
<td>2014</td>
<td>25</td>
<td>19</td>
<td>22</td>
<td>Similar</td>
</tr>
<tr>
<td>DENTAL HEALTH TOOTH DECAY (AGED THREE)</td>
<td>%</td>
<td>2013</td>
<td>4</td>
<td>5</td>
<td>12</td>
<td>Similar</td>
</tr>
<tr>
<td>Breastfeeding initiation</td>
<td>%</td>
<td>2015</td>
<td>65</td>
<td>70</td>
<td>74</td>
<td>Similar</td>
</tr>
<tr>
<td>Breastfeeding at 6 weeks</td>
<td>%</td>
<td>2015</td>
<td>31</td>
<td>27</td>
<td>45</td>
<td>Lower</td>
</tr>
<tr>
<td>Emergency hospital admissions in children under 5 years</td>
<td>Rate per 1,000 population</td>
<td>2012</td>
<td>225</td>
<td>261</td>
<td>147</td>
<td>Better</td>
</tr>
<tr>
<td>Teenage pregnancy</td>
<td>Number</td>
<td>2014</td>
<td>50</td>
<td>380</td>
<td>21,280</td>
<td>Lower</td>
</tr>
<tr>
<td>Smoking in pregnancy</td>
<td>%</td>
<td>2015</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>Better</td>
</tr>
<tr>
<td>Under 5 population living in out-of-work</td>
<td></td>
<td>2013</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>N/A</td>
</tr>
<tr>
<td>Children with SEN</td>
<td>%</td>
<td>2015</td>
<td>19</td>
<td>16</td>
<td>15</td>
<td>Similar</td>
</tr>
</tbody>
</table>

Source Child Health Profile 2016

![Figure 3](https://www.staffordshire.gov.uk/education/childcare/ChildcareCounts/districtprofiles.aspx)
Feedback from Staffordshire settings

Case studies from Staffordshire settings (see appendix) have identified the following positives and challenging factors relating to how EYPP is spent within their settings:

Positives

- Discussions with all parents are held at enrolment as part of the registration process.
- Positives of checking eligibility and examples of how it has been used previously are shared encouraging parental involvement.
- Funding has been used for visiting specialist groups.
- Funding additional sessions during holidays (when a child would not normally attend) can prevent gaps in attendance.
- Identify if there is an overarching theme for the children eligible for EYPP and concentrate on this. For example, PSED. Concentrate on activities and experiences around building confidence, healthy eating and supporting home life.
- Include parents in the decision making. One setting uses an individual EYPP action plan and this includes what the funding is going to be used for, the impact/outcome and review, involving the parents.
- The review of children’s progress can be directly related to the utilisation of EYPP and improvement in outcomes, links are made within the learning journeys.
- Purchase of books to encourage home learning/ lending libraries/ resources.
- Speech and language development.
- Investment in training.
- Fund outings that reflect children’s interests.

Challenges

- It can be stressful managing EYPP, particularly if you have a large cohort of children. Providers do not know straight away if a child has been confirmed as EYPP eligible, and it can be challenging to then plan and organise spend.
- Some EYPP eligible children are achieving at correct age and stage and are well cared for by their family. Providers should still acknowledge that EYPP is an entitlement and consider utilising the grant on activities that will further the child’s development. Conversely, providers may have a family not eligible for EYPP but where the child is developing below average age. In these cases, it can be useful to think of broader interventions that will benefit all children who would benefit from further support. For example, providers may choose to fund small speech and language group work with EYPP funding available but widen the involvement with other children in their care.

Further ideas for spending following the broad themes of staff training, developing the home learning and widening life experiences can be found here:
https://www.early-education.org.uk/possible-ideas-spending-eypp-funding
Best Practice...
Plan, Do, Review model

This tool is a simple, flexible and practical exercise to manage an activity, measure impact, make changes according to the impact and respond to any identified changes.

**Plan...** how you will spend the EYPP and consider if the identified activities are going to meet the needs of the children in receipt of EYPP? It is important to keep in mind that there are no stipulations on how the EYPP funding must be spent. This is because you know your children should feel confident in deciding how the money should be spent.

**Do...** to achieve the identified outcomes and ensure the activities are implemented.

**Review...** the impact EYPP activity has had on outcomes. Evaluate the strengths, weaknesses, success or failure of activities, consider what has been learnt and understood from this experience. Would you make any changes to your approach or method for other children in receipt of EYPP? Measure the impact and use it to feed into the next cycle.

https://www.early-education.org.uk/eypp
Knowing you have made a difference and providing evidence for Ofsted

Tracking children and measuring impact will provide you with the evidence of whether your interventions and strategies are effective. Inspectors will track selected children at inspection, including children of different ages, funded two-year-olds (remember, many EYPP children may have previously accessed Think2) and other children whose circumstances may suggest they need particular intervention or support.

Early Help and earliest help

Early Help involves bringing together people with the relevant skills and experience from the voluntary sector, community and/or other services to work in partnership with the child and/or their family to help themselves, build on their strengths to resolve the issue(s) and to become more resilient to prevent the issue from reoccurring. The purpose is to work alongside families to enable them to make the changes that they need to make for themselves.

Some families that are eligible for EYPP may benefit from involvement from other services and agencies. More information can be found by visiting:

Top tips shared by a manager of a Staffordshire nursery
(shared by Tiny Toez Nursery, Tamworth)

At our Nursery we are very reflective about everything we do to support our action planning. We try things, if it doesn't work, we try again, and the circle continues. It's been like this with managing our (Early Years) pupil premium. We may have got some things right or wrong, but we are always trying to make improvements.

Here are our top tips for EYPP

1. Be organised.
2. Have good systems in place to record your evidence.
3. Always involve your parents/carers/children in the process.
4. If you have lots of children at your Nursery who get EYPP, create a spider diagram and put their needs down. You may find some children's needs are the same, so you could put a project together to support a group of children just not one. This is a lot easier to manage.
5. Make sure you use the money wisely; it's not just about resources. At our nursery we have used the money in a variety of ways from staff training, having company's come and support parent’s events through ENTRUST and home learning bags for families to name a few.

Best practice and links with EYPP

Early Years Inspection Handbook (2015)

- For settings who provide funded places and/or receives early years pupil premium funding the inspector may discuss with the provider:
  - The relevant children's starting points, looking at any assessment evidence the setting provides and the children's progress.
  - The impact of any early years pupil premium funding on the children’s progress.
  - If any of the children are eligible for the early years pupil premium, at least one of them must be included in the sample of those tracked.
  - How effectively leaders use additional funding, including the early years pupil premium, and measure its impact on narrowing gaps in children's outcomes.
  - 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 attendance of children for whom the provider receives EYPP.
  - Whether children are developing skills in the prime areas that help them to be ready for their next stage of education, including school.
  - Evidence of planning for the prime areas of learning and especially for children’s personal, social and emotional development.

If all staff and parents are involved in the decision-making process about using EYPP, they will be able to talk about it with greater authority when Ofsted completes their inspection. This in turn could lead to a better outcome as the inspector will have greater confidence about the thought which has gone into the allocation of EYPP funding.
Appendix – Good practice links & case studies

The British Association for Early Childhood Education has a section on EYPP including best practice examples and resources
https://www.early-education.org.uk/framing-your-thinking-spending-your-eypp-funding

The Foundation Years has a section on EYPP including case studies
https://www.foundationyears.org.uk/category/eypp/

The Education Endowment Foundation have a range of toolkits available and information on evidence based approaches of early learning interventions
https://educationendowmentfoundation.org.uk
Details of setting

Ofsted judgement: Good in December 2016

All children, including those in receipt of funded education, make consistently good progress from their starting points.

Number of children eligible for Early Years Pupil premium (EYPP): 5 in Autumn 2017

How EYPP has been used:

Supporting the Prime Areas - Communication and language and PSED:

A wooden framed den was purchased to support the children in receipt of EYPP in the preschool room to support their development in speech and language and personal, social and emotional development. Puppets and story books were also purchased to use in the den. This has had a great impact on all children, particularly the boys.

Other outdoor equipment has supported physical development, turn taking, cooperation and communication and language.

Musical instruments have supported self-expression, turn taking and communication and language.

Mathematical development:

The setting purchased number flash cards and other maths equipment to support the children who had an identified need in mathematical development.

Support given:

Staff training:

There was an identified focus on raising boys achievement to help support the large cohort of boys who were accessing EYPP funding.

The impact of the support and training included making free flow more available within a larger environment to help support the boys’ physical development which in turn impacted on the other areas of development. A superhero corner was also developed in the preschool room.

Challenges faced:

- Speech and language is a big issue with the children attending the setting.
- The EYPP money doesn't coincide with the estimated EEF, this would be beneficial to enable the setting (who have little extra money) to purchase resources or training earlier in order to support the identified children and show impact sooner.
• The setting is trying to further engage parents with this process. The setting has identified there are more opportunities to feedback to parents and gather their views on their child’s progress.
• A clearer process of engaging and communicating with parents would be beneficial.
• Maintaining improvements and positive ways of working.

Reflections from the owner/manager:
It does benefit the children but could be a swifter process in claiming the funding to help the children and this would sustain long term.

As the money doesn't come until the end there has been missed opportunities for some of the children who have left either to go school or changed setting.

A suggestion box is located in the downstairs cloakroom for parents to put their ideas forward to nursery, a parents evening has taken place since this report which we find a valuable exercise in that we can gain information from parents their thoughts on the nursery, staff and their child’s development – and also where needed for EYPP we can ask the parents their thoughts. Parents are updated daily on their child's progress also which through using the EYPP new equipment provides beneficial experiences for the children – who may also reflect on their experiences and share with parents on collection from nursery.

Tracking of identified children's progress:
The setting use an online tracking system which tally’s all the children’s information and allows the setting to see where children need further development and which areas need particular. Information is kept on the computer or can be printed for reference.

The whole staff team reflect on the information and work together to ensure they are meeting the needs of the children.

CHILD 1
Secure in 30-50 months all areas except in Maths - Numbers (low 30-50)

CHILD 2
Secure 30 - 50 months all areas except -Speaking (CL) 22.36 - Low Numbers 30-50 (M) Low Shape, Space & Measure 30-50 (M) - Low 30-50 People & Communities (UW) - Low 30-50 The World (UW)

CHILD 3
Secure in all areas 30-50

CHILD 4
Secure in 30-50 areas except - Low Speaking (CL) 22.36, Low 30-50 Moving & Handling (PD) Low 30-50 Numbers (M) Low 30-50 Shape, Space & Measure (M) - Low 22-36 People & Communities (UW) - Some of this is maybe due to poor attendance at nursery

CHILD 5
Secure in 30-50 except in Low 30-50 Managing Feelings & Behaviour (PSED) Low 30-50 Speaking (CL) Low 30-50 Numbers & Shape, Space & Measure (M) Low 30-50 The World (UW)
Case Study
Little People Day Nursery

Details of setting

Ofsted judgement: Good October 2017

All children make good progress. All children develop the skills they need in readiness for their move on to school.

Number of children eligible for Early Years Pupil premium (EYPP):

6 children

How EYPP has been used:

Biggest issues are speech and language

The setting used the funding to commission an outside specialist to work with the children on comprehension and questioning skills. Staff have used this opportunity as continual professional development to build up their own skills.

For each child who is in receipt of EYPP- a discussion with the key person is held and decision is made as to where the gaps in learning are. Each child has tracking which highlights where there are areas of concern, the action to be taken, the cost involved and next steps.

The setting will review and note when the next steps have been achieved and then develop another next step. The manager creates an overview at the beginning of each folder to enable them to see progress at a quick glance.

Key persons have previously worked on a 1-2-1 basis with their identified EYPP children where necessary to provide extra support to help children progress and move forward.

The manager shares information with parents on how the EYPP funding for their child is planned to be spent.

Challenges faced:

• It would be helpful if the setting could have a breakdown of the EYPP money to have a clearer picture of the support.

• Trying to get the parents to share their information to enable the setting to apply for the EYPP. The setting has found one solution to this which is holding a 1-2-1 informal meeting with individual parents which works well. Developing a good relationship with parents is the key.

• The setting had a child who was eligible for EYPP funding but was well rounded in their development. As there was no obvious identified need the setting struggled at first to see how to spend the money to benefit this child. The setting had to thinking ‘out of the box’ and decided to extend their story telling skills i.e. imagination.
Support Provided:
Attended a roadshow and SCC funded training- The setting shared that a new setting could find this quite a daunting prospect.

Reflections from the owner/manager:
The manager stated that using the EYPP funding was not as bad as first thought once a system was put in place. It benefits not only the children eligible for EYPP but also has a positive impact on the other children who benefit from enhanced staff knowledge in supporting them. The funding is highly valued by the setting.

The setting expressed that having the Think Two funding in place and the children starting earlier is having an impact on the children’s development as they feel if they did not attend until the term after they were three years of age the gap would be far greater than it is now.

Having these children enter the setting earlier and at a lower ratio of 1:4 enables the staff to provide intensive support to these younger children.

Reflections from parents:
Parents don’t make the link between the EYPP and the progress their children make.
This is an area the setting needs to work on.

Impact on outcomes for identified children and the setting.
An on-line system captures the progress of each child.
The speech and language support sessions have been documented to show the progress of each individual child. This is produced termly and shared with the owner and staff.

Tracking of identified children’s progress:
An on-line system produces a report comparing progress of children eligible for EYPP with those who are not eligible. This is produced every half term, analysed and compared.

It has been identified that children who are below their age and stage when they start attending the setting are already making better progress from the support the setting is providing and by the time they are eligible for EYPP, the gap has been narrowed significantly.
We are convinced that EYPP money is having a positive effect on children from disadvantaged background. Many of these children are behind age appropriate expectations in at least one area at three and are achieving expected expectations by May 2018.

This is difficult to prove statistically as not all of the children on EYPP now have been with us since September. However, our group reports show progress against the outcomes.

We have therefore taken a core group of EYPP children and compared the number of outcomes progress they have achieved with the same number of non-EYPP children in the same Key Group.

As this data is attained from such a small group of children it cannot be considered conclusive. Unfortunately, we only have three children at the moment who have been with us since September, with EYPP, which restricts our ability to compare groups.

This data suggests that EYPP children are closing the gap. In the same period, they achieved around 10% more progress towards the outcomes than non-EYPP children. It must be realised that this does not mean they are necessarily in the same (or higher) development stage but that they have achieved more outcomes in this period. Further consideration needs to be made into the complexity of the outcomes as they move through the developmental stages.

### Effects of EYPP Data

**Little People Day Nursery**

<table>
<thead>
<tr>
<th>Outcomes achieved for children in receipt of Early Years Pupil Premium</th>
<th>Outcomes achieved for children not in receipt of Early Years Pupil Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child 1</td>
<td>31</td>
</tr>
<tr>
<td>Child 2</td>
<td>34</td>
</tr>
<tr>
<td>Child 3</td>
<td>29</td>
</tr>
<tr>
<td>Child 4</td>
<td></td>
</tr>
<tr>
<td>Child 5</td>
<td>37</td>
</tr>
<tr>
<td>Child 6</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>
Case Study
Tiny Toez@Biddulph

Details of setting
The nursery serves the local area and operates from a children centre.

Ofsted judgement: Good August 2017

Children’s progress and all aspects of practice are closely monitored. Additional funding is obtained and used highly effectively to improve learning outcomes for different groups of children, including those who have special educational needs and/or disabilities. Children who are not making the expected progress for their ages are identified quickly and benefit from additional tailored individual support.

Number of children eligible for Early Years Pupil premium (EYPP):
Currently 3, last year there were 12

How EYPP has been used:
The manager has not found it a struggle to spend the EYPP funding.
EYPP funding has been used to purchase resources; visiting groups such as yoga and dancing; fund additional sessions during the holidays ensuring a child does not to have a gap in attendance.

The majority of the identified needs for the children in receipt of EYPP is within PSED, therefore the setting has concentrated on building confidence, exploring food through games and supporting learning and development at home.
This has had an impact not only the identified children but also for others attending the setting due to the increased knowledge and expertise of the staff.

Challenges faced:
The manager has experienced that where specific resources have been purchased to support a child’s learning, parents have requested to take the resources with them when the child leaves with the understanding that they were purchased with their child's funding. The manager explained it would have been useful to have some guidance as to how to respond to this kind of request.

1 child attending the setting was a LAC child, there is a query regarding where the EYPP funding goes; fostering, adoption, social worker, EYPP funding is used for nursery fees.
Support Provided:
The key workers and team leaders are the ones mostly involved with EYPP funding. This has meant that there has been an increased awareness of EYPP among the team, the only disadvantage is that a child who is not eligible, but because of family circumstances would benefit from the funding.
Parents are included in the decision making of how to spend the funding. Each child has an individual EYPP action plan detailing child’s name, date of birth, what the funding is going to be used for, the outcome and impact, review of the child’s progress and development. This is shared with parents on a regular basis.

Reflections from the owner/manager:
- Positive outcomes are evident in children’s progress
- Reviewing children’s progress demonstrates improvements in outcomes.
- The manager is confident that all practitioners in the setting would be confident in demonstrating to Ofsted how the EYPP has been spent and the positive outcomes for the children.
- All financial records are kept.
- The best approach is to discuss the eligibility as part of the registration process for new entrants.
- The manager shares with parents all of the positives, benefits and outcomes of using the funding through examples.

Reflections from parents:
The setting has received some positive responses from parents. No parents have refused to claim the funding who were eligible.
Parents are included in the decision making of how to spend the funding.

Impact on outcomes for identified children and setting:
Positive impacts have been seen for the child who now attends through the holidays as the funding is used to finance the extra sessions.

Tracking of identified children’s progress:
- Evidence collection is tracked, and cross referenced to learning journeys.
- Each child has an individual EYPP action plan detailing child’s name, date of birth, what the funding is going to be used for, the outcome and impact, review of the child’s progress and development. This is shared with parents on a regular basis where they have an opportunity to contribute.