Early Years Pupil Premium Toolkit

The Early Years Pupil Premium is additional funding that the Government makes available for early years settings to improve the education and outcomes for disadvantaged three- and four-year-olds. The aim of this funding is to support practitioners to improve outcomes for disadvantaged children and to narrow any gaps in learning. You can use the extra funding in any way you choose to improve the quality of the early years education that you provide for eligible children. This could include, for example, additional training for your staff on early language, investing in partnership working with your colleagues in an area to further your expertise or supporting your staff in working on specialised areas such as speech and language.

It is important that you have clear assessment information, including regular **WellComm** screening, for the children who receive the Early Years Pupil Premium. This information will help you to identify the particular areas that you may need to target. There is no requirement for the funding to be directed at individual children that are in receipt of the premium payments, if this funding is utilised to improve teaching and learning opportunities that will be of benefit to them. The funding can be grouped together to meet the needs of the setting and the children as a group more effectively.

When thinking about how to best make a difference in your setting, it is important to consider carefully the five key things that we know make the biggest difference to children's outcomes, as identified by the EPPE research programme. These are:

* Quality of the adult-child verbal interaction
* Understanding of the curriculum
* Knowledge of how young children learn
* Adults' skill in helping children resolve conflicts
* Helping parents to support children’s learning at home

For children eligible for the premium who do not have any gaps in their learning, consider:

* Enriching experiences – these can promote well-being and can build on children's cultural capital
* Opportunities to gain mastery of a new skill
* Strengthening children's characteristics of effective learning

It is recommended that the following sections within the toolkit are used to support you in making the most of the premium payments in order to really make a difference in improving outcomes for your children.

Early Years Pupil Premium – Child information overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Children in receipt of EYPP funding  | Gaps in learning Y/N | Barriers to learning Y/N | **WellComm** assessment Y/N RAG rating – Red, Amber, Green  | Individual/small group/whole group support required | Focus for child (individual or small group) | Amount of funding  |
| 1. |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |
|  | Total funding received |  |

Early Years Pupil Premium Staff Knowledge and Skills Audit

Providing the highest quality care and education is key to making the biggest positive difference for your children. Effectively utilising funding to improve teaching, establishes long lasting legacies for **all** children but especially those children in receipt of EYPP. Think about your staff team and consider what knowledge and skills they need to further develop to provide the very best chances for the children in their care.

| Key drivers | Staff members that need additional support in developing their skills in this area  | Actions to develop staff skills  | Resources that would strengthen practice and provision in this area (e.g., parents packs, videos, training) | Cost |
| --- | --- | --- | --- | --- |
| Quality of adult-child verbal interaction*Additional prompts/guidance** *Opportunities for back-and-forth interactions*
* *Adult down at the child's level*
* *Adult demonstrates active listening and responds to children*
* *Correct language is modelled consistently*
* *Adult comments more and talks less*
* *Adult allows children thinking time – 10 second rule*
* *Adults being playful partners*

***Lancashire Quality Award – Communication and Language***  |  |  |  |  |
| Understanding the curriculum (all seven areas of learning and development)*Additional prompts/guidance** *Why this? Why now?*
* *Secure knowledge and understanding of the Statutory Educational Programmes*
* *Secure knowledge about current cohort; starting points, next steps, interests, prior experiences*
 |  |  |  |  |
| Knowledge of **HOW** young children learn and the characteristics of effective learning*Additional prompts/guidance** *Secure child development knowledge*
* *Confident to talk about COEL and what these look like within children*

***Lancashire Quality Award – The Next Step: Embedding Effective Early Years Pedagogy for the 21st Century*** |  |  |  |  |
| Adults' skill in helping children to resolve conflicts*Additional prompts/guidance** *Knowledge of co-regulation and self-regulation, what this looks like and how to support*
* *Emotion coaching – awareness and knowledge*
* *Staff have a good knowledge of and are ACE aware*

***Lancashire Quality Award – The Role of the Adult*** |  |  |  |  |
| Helping parents to support children's learning at home*Additional prompts/guidance** *Setting has a named Parental Involvement Co-Ordinator*

[*Let's learn at home - Lancashire County Council*](https://www.lancashire.gov.uk/early-years-support-and-training/parental-engagement-and-home-learning/lets-learn-at-home/) *- lets learn at home cards, free downloadable learn at home cards*[*Play, explore and learn - Lancashire County Council*](https://www.lancashire.gov.uk/children-education-families/early-years-childcare-and-family-support/lets-get-home-learning/)*Linked training – Strategies to engage parents in their children's learning at home.****Lancashire Quality Award – Relationships with Children, Parents, and the Wider Community*** |  |  |  |  |
| Specific skills and knowledge in providing additional support – for example SEND, WELLCOMM, Early Talk Boost, ELKLAN*Additional prompts/guidance*<https://www.lancashire.gov.uk/media/919315/early-years-senco-handbook-2022.pdf>[*Home page | Nasen*](https://nasen.org.uk/)[*WellComm - GL Assessment (gl-assessment.co.uk)*](https://www.gl-assessment.co.uk/assessments/products/wellcomm/) |  |  |  |  |
| Widening children's life experiences.*Additional prompts/guidance** *Identifying and knowing children's strengths*
* *Secure knowledge of Cultural Capital*
* *Knowledge of children's prior experiences*
 |  |  |  |  |
| Total anticipated cost |  |
| Total funding available through EYPP |  |
| Amount of surplus funding  |  |

Early Years Pupil Premium Action Plan

If there is any surplus funding once your staff team's knowledge and skills have been developed in the key areas above, then this could be utilised by really focusing in on the needs of individual children. Where all funding has been utilised and accounted for, then through your ongoing inclusive practice, you will still consider how to best support all individuals within your setting. You may still want to think about how to do this using the prompts below.

|  |  |  |
| --- | --- | --- |
| Child/children: | Date: | Term: |
| **Aim****(Intention)** | **Actions/Interventions****(Implementation)** | **Cost** | **Evaluation****(Impact)** | **Next steps** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Early Years Pupil Premium Case study

Consider capturing the difference that you have made to children who you have supported.

|  |  |
| --- | --- |
| **Reflective questions** | Notes |
| 1. **Who was going to benefit?**

Individual/Group of children/Whole cohort |  |
| 1. **How/why did you decide this?**
 |  |
| 1. **What** **was the identified need of the eligible child/ren and family?**
 |  |
| 1. **Who was consulted?**

Parents/Carers/Key person |  |
| 1. **Intention - what did you decide to do?**
 |  |
| 1. **How/when did you implement this?**
 |  |
| 1. **Impact – what is the intended impact?**
 |  |
| 1. **How did you monitor the progress and the impact?**
 |  |
| 1. **What difference has it made?**
 |  |
| 1. **How will you build on this and create a lasting legacy?**
 |  |

Further points to consider and further reading

1. Consider creating an EYPP Champion who will be responsible for developing, maintaining, and evaluating action plans. What support will they need?
2. How will you involve parents/carers in the process?
3. How can you ensure that there is a shared ethos of high aspirations and expectations for all children?

Additional support and ideas

[Early years pupil premium (EYPP) funding - Lancashire County Council](https://www.lancashire.gov.uk/early-years-support-and-training/supporting-children/early-years-pupil-premium-funding/)

[EYPP: the basics - Early Education (early-education.org.uk)](https://early-education.org.uk/eypp-the-basics/)

[Early Years Toolkit (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Early-Years-toolkit-July-2018.pdf)

[Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/)

[Early years support and training - Lancashire County Council](https://www.lancashire.gov.uk/early-years-support-and-training/)