

FAQs

How do I work out how much I have spent on adult support?

If you are using EYPP money to have specific one to one time for a LAC which is 'over and above' the regular adult time the LAC would receive, Calculate hourly pay by how many hours a week the child will get e.g. £7.60 x 1 hour a week over 13 weeks over term = £98.80. The hour of extra support can be broken down in to 10 or 15mins a day across the week.

Can I pool the EYPP money? Yes you can! You decide how best to spend the EYPP, if you can justify how and why you have spent the money and can show raised outcomes for the individual child then you can: buy in training for the whole staff; purchase a resource that supports all children but specifically the LAC child etc etc.

Can I join up with other settings to spend EYPP? Yes you can! If you don't have a lot of staff and have a local setting to you, why not ask them if they want to join in on a training session? You could also buy a resource and share the cost and use between settings e.g. a wooden block play set could be purchased to raise language skills – you could purchase this between the two settings and take it in turns to use the equipment.

Can someone help me to decide how to spend EYPP?

Yes –the Virtual School are on hand to help with your questions about EYPP and how this can be used to support LAC. Virtual School Advisers will ask questions like... What are the latest assessments? Where are the gaps in learning? What are the child's interests? How do you think your setting can go above and beyond for this child?!

Any further questions?

virtualschool@hants.gov.uk

Additional Information and Guidance

Virtual School Website

www.hants.gov.uk/educationandlearning/virtual-school

Early Years Pupil Premium – Information for Providers

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/providers/eye-eynff/early-years-pupil-premium>

Services for Young Children – Hampshire Early Years Training and Consultancy

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/hetc>

Education Endowment Foundation – Early Years Toolkit

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

EYPP – ideas on how to spend the fund for LAC

Early Years Pupil Premium(EYPP)

The purpose of the Early Years Pupil Premium funding (approx. £350 a year) is to ensure that children who are inexperienced make accelerated progress. In effect, EYPP is used to close the gap between the child's progress and that of their less disadvantaged peers. This is paid directly to the setting and is monitored through the Personal Education Plan (PEP).

Reflection.....

Does the EYPP spend link to the Targets and Actions that are set in the PEP?

How will you know that the child has made better than expected progress?

How do you know that how you have spent the money has improved outcomes for this child?

If you are using the money for adult intervention, is this support evident in both child initiated activity and adult directed activity?

Can you and your staff discuss gaps in the LAC's learning and how the EYPP money has been used to close the gap?



FACT

- PEP monitoring reviews by Virtual School look at how EYPP has been spent and will make a judgement as to whether it has made a difference to the child and their outcomes.
- Ofsted will judge the success of decisions by looking at the progress of children and in particular EYPP children.

Case Study 1 –

Cost: £80 (Equipment: £45 & Sessions: £35)

Child A – *Child A is 4 and has recently come in to care. He has come from a chaotic household with many siblings that are younger than him. He struggles to listen and share toys and books. He has a real love of Football. Before being taken in to care he spent a lot of time playing FIFA on the computer console.* Since Child A arrived at setting 4 weeks ago, assessments have been being made on the child's Prime and Specific areas. It was evident from the first week that there were social interaction issues. However the setting also noted that from his description of playing FIFA that this showed that when he was interested or fascinated by something, he could listen and attend and show problem solving skills as well as manipulate IT equipment. His initial assessments show that his Listening and Attention skills are below age related expectation and his PSED: Making Relationships. His PEP targets are PSED based to help him settle in the setting.

Now that the setting have got to know him better, they have decided to use some of the EYPP to attend 3 or 4 sessions at the After School Football Club held at the local Primary school. Taking part in these taster sessions will help with his listening skills, turn taking, confidence in making friends, widening his social circle and also support his transition to school for September. As this is also his key interest, it will highly engage him and raise his self esteem. The setting are also going to purchase some football books, a whistle, new ball, net and cones so that they can replicate the after school club sessions and the child can be the 'expert' and take the lead in showing the other children and adults what happens when 'you go' to 'Football club'. To really go 'above and beyond' for this child, the setting's key person and the child have written a letter to his favourite team to share some photos of him playing football and showing off his skills as an expert.

Needs, Views, Priorities

How is the pupil doing in the setting?
Where are they in terms of progress & attainment?
What are their priority needs?
What are the views of the child, parent/carer, school, social worker?

Targets, Plan, Spending

Personal Education Plan is needed, outcome focused with SMART targets.
EYPP is used to address plan and action.
Actions, support and interventions are delivered successfully.

Case Study 2 –

Cost : £800 (Toolkit = £500 training + £300)

Child B – *Child B is 3 and has very delayed speech. Child has had little adult interaction and finds it hard to make eye contact. Speech sounds are very limited as there has been 'over dummy use' and muscles in the tongue and jaw are not strong due to not being given food to chew. Behaviours in setting can be extreme towards both adults and other children as child finds it hard to communicate feelings and to make themselves understood. Behaviours are similar to a very young two year old with some sensory needs to mouth objects and bite. Assessments in Communication and Language for all strands are below age related expectation and PEP targets are based on Making relationships and Attachments.*

It was identified that all the staff in setting need updated speech and language training as many children have delay. It was decided to spend EYPP money on an evidence based language intervention package as this will not only meet the LACs needs but also other EYPP children in the setting. The setting purchased a pack of resources which can be used in setting and at home and can be used repeatedly. Another local setting was willing to share the cost of training (in total, 20 staff were trained). Setting managers know through [research](#) that C&L training can have little cost and high impact and that this particular [training](#) evidences six month progress after a nine week intervention. The LAC child will be closely monitored for progress both during group time and child initiated activity to show raised outcomes in PSED and Communication and language.

Monitor, Record, Celebrate

Monitor Record
& Celebrate
Progress
Success &
Achievements