Early Years Pupil Premium: Quick Reference Guide

Hampshire County Council
Virtual School

This short guide will provide an overview of Early Years Pupil Premium (EYPP) for Children in Care.

A more detailed guide to Early Years funding is available via our Virtual School Moodle:
Hampshire Virtual School Moodle: Early Years Resources

- ## What is the Early Years Pupil Premium (EYPP)?

The Early Years Pupil Premium (EYPP), introduced by the government in April 2015, aims to support early years settings in narrowing the achievement gap between children from disadvantaged backgrounds and their peers. Its purpose is to enhance the progress of these children in education through focused, strategic interventions, encouraging practitioners to give particular attention to their development.

EYPP is an additional payment made to EY settings and should be automatically paid to a setting where a child in care (CiC) is attending on early years education (EYE) funded hours. Settings can receive up to £655 per year per CiC.

- ## How is EYPP paid?

EYPP should be automatically paid to a setting where a child in care is attending for funded hours, and settings should receive up to £655 per year per CiC. **Settings must ensure that the child is registered with their local authority EY funding team as a looked-after child to ensure EYPP for the child is received.**

EYPP is paid at the rate of £1.15 per EY education funded hour attended, up to a maximum of 570 hours per year, giving a maximum annual EYPP payment of £655 per child per year. Children attending a setting for more than 15 hours per week **do not** receive additional EYPP. EYPP is only paid if a child is attending the setting on government-funded EY education (EYE) hours and therefore is not paid if a child attends a setting on privately funded hours only.

Hampshire settings: EYPP is paid directly to EY settings. If you are unsure if you are receiving EYPP for a CiC, please contact Services for Young Children (SfYC) via their general enquiry form: Services for Young Children | Hampshire County Council

Out of county settings: As for funded hours, EYPP is paid directly to the setting by the local authority where the setting is located. In the first instance, please contact your local authority's EY funding team to enquire. As noted above, EYPP is paid to settings by their LA – regardless of whether the child is looked after or not (please see Paragraph 9.5, Early years entitlements: local authority funding operational guide 2026 to 2027 - GOV.UK). Should you continue to have issues receiving EYPP for a Hampshire CiC after contacting your LA and highlighting the national guidance, please contact the Virtual School for advice.

- ## Are there any other education 'premiums' which an EY child in care is entitled to?

There are no other grants or premiums in early years that CiC are automatically entitled to. EY children in care attending EY settings **are not** entitled to pupil premium plus funding (PP+, sometimes referred to as 'PEP funding'). PP+ is government-provided funding which starts only once a child begins formal schooling (from Year R onwards), and is managed and administered by the Virtual School once a child starts school in Year R.

Please be aware that the Virtual School **does not** hold or manage any funding for children attending EY settings (nurseries/preschools/childminders), including EYPP.

- **How should EYPP be used?**

EYPP received for a CiC should **be used by education settings to narrow the disadvantage gap,** and should be directed to support identified educational needs, and/or enhance the strengths of the child. Education settings should decide how this funding is used and should consider the views of the social worker in doing this.

EYPP is not 'ringfenced' to a specific child. However**, we would expect settings to be carefully considering how EYPP use is benefiting the child in care**. Use of EYPP on provision, training or resources should have a positive impact on the progress of the CiC. **This should be evidenced in the child's personal education plan (PEP).** Settings should be able to answer questions around how the use of EYPP is supporting the child's needs or strengths, as identified in the PEP, and narrowing the disadvantage gap for them.

EYPP is **education funding** and should not be used as a budget to fund support provided outside of education. Financial support for carers should come via the social care team where required. The exception to this is where settings feel that funding an educational activity or resource outside of the setting will have the biggest impact on the child's educational progress. For example, access to a specific club, or a learning resource for home to support the child's education. In most cases, EYPP is utilised within the setting-based provision.

Further useful guides on effective use of EYPP are available via the links below:

- Hampshire Virtual School Moodle: Early Years Resources
- Early Education: Practical tips on allocating EYPP funding
- Early Years Pupil Premium | Education Endowment Foundation Guidance
- Framing your thinking for spending your EYPP funding - Early Education

Hampshire Virtual School also offers **Planning for Progress in Early Years** training, which covers the use of EYPP in more detail. Please see the Virtual School training brochure for further details and the booking link (the training is free to attend): Virtual School Training Offer

Frequently Asked Questions (FAQs) about EYPP:

Can EYPP be spent on resources/outings? Yes, although settings need to consider: What is the educational benefit? What are the identified needs and actions in the PEP, and how would this spending support them? If a child is not on track, what is being done to address this?

If the child attends for over 15 hours, can they receive additional EYPP funding? No, the maximum EYPP a child can receive is £655 per year.

Can EYPP be pooled within a setting or group of settings? Yes, EYPP can be pooled to provide training and resources. Any money spent must be based on meeting the setting's disadvantaged children's needs.

Can a childminder claim EYPP? Yes, all EY providers eligible for Early Years Education (EYE) funding can receive EYPP if they have a looked-after child on roll.

Who chooses how the EYPP is spent? The setting should decide on spend, carefully considering the views of the social worker. EYPP spend must be based on the needs of the eligible children at the setting and focused on education.

Hampshire County Council
Virtual School

EYPP Case Study Examples:

Case Study 1 – Cost: £116 (Equipment = £80 & Sessions = £36)

Child A – *Child A is 4 years old and has recently come into care. He has come from a chaotic household with multiple siblings. He struggles to listen and share toys and books. He has a real love of football. Before being taken into care, he spent a lot of time playing FIFA on the games console with his older brothers. When Child A arrived at the setting three months ago, it was evident that there were social interaction difficulties. His initial assessments showed that his Listening, Attention and Understanding skills were delayed, as were his PSED: Making Relationships outcomes. His PEP targets are PSED-based, and the majority of EYPP spend so far has been focused on small group interventions for listening and turn-taking skills, plus special time with his key person to build attachment. The setting has noticed positive improvements with this support and wanted to direct some EYPP funding for this term to support his attention skills, social interactions and upcoming transition to school.*

The setting noted that his description of playing FIFA showed that when he was interested or fascinated by something, he could listen, attend and show problem-solving skills. They therefore decided to use some of the EYPP funding to enable him to attend six sessions of 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 and widening his social circle, whilst also supporting 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 is also going to purchase some football books, a whistle, a new ball, a net and cones. This will allow them to 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'. This will further benefit his self-esteem and sense of belonging.

Case Study 2 – Cost: £800 (Toolkit = £500 & Training = £300)

Child B – *Child B is 3 years old and has very delayed speech. She has had limited adult interaction prior to coming into care and finds it hard to engage in conversation. Speech sound pronunciation is often unclear, as previous excessive dummy use has affected jaw and tongue development. It is currently unclear how much language is impacted. Behaviours in the setting can be challenging towards both adults and other children, as Child B finds it hard to communicate her wishes and feelings. Assessments of Communication and Language for both strands are below age-related expectations, and PEP targets are based on this and PSED: Self-Regulation. It is felt that improving speech and expressive language will also support self-regulation.*

It was identified that staff in the setting needed updated speech and language training, as many children have delays in speech and/or language. This was particularly true of the children in receipt of EYPP, including Child B. The setting reviewed the guidance on effective use of EYPP available via the Education Endowment Foundation website, and it was decided to 'pool' EYPP funding from across their group of children in receipt of EYPP to purchase an evidence-based speech and language intervention package. This will not only meet Child B's primary needs but will also benefit other children in their disadvantaged cohort. The setting purchased a toolkit of resources which can be used in the setting and at home. Another local setting was willing to share the cost of training (in total, 20 staff were trained during a shared INSET day). Setting managers know that research shows communication and language approaches can have a high impact for low cost, and that this particular programme evidences up to six months' progress after a nine-week intervention. Child B will be closely monitored for progress both during group time and in child-initiated activity to show raised outcomes in communication and language and PSED.