

Early Years Pupil Premium

What is the Early Years Pupil Premium (EYPP)?

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- £50 million in 2015-6 to extend the pupil premium into the early years. Introduced from April 2015.
- The EYPP will provide nurseries, schools and other providers with additional support for disadvantaged three and four year olds.
- Money will follow the child – meaning the funding will be allocated to LA's through the Dedicated Schools Grant (DSG), and LAs will pay a rate of 53p/child/hour for eligible children.

Why introduce an EYPP?

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We know that all children can benefit from a good early education. However:

- Disadvantaged three and four year olds are up to 7 percentage points less likely to participate in early education
- In 2013 36% of pupils eligible for Free School Meal (FSM) achieved a good level of development in the early years foundation stage compared with 55% of other pupils;
- 82% of early years settings are good or outstanding in the most affluent 20% of areas compared to 68% in the least affluent 20%.

Who is the EYPP for?

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They are three- or four-years old and receiving 15 hours of Government funded early education in ANY provider, AND they are either:

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 you're 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 you stop qualifying for Working Tax Credit

Have been:

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

Checking Eligibility for EYPP

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The DfE want LAs to be able to use the Eligibility Checking Service (ECS).

- Providers will ask parents to identify if they are eligible and if so to provide their National Insurance Number (LAs won't have to check all parents)
- Providers will pass the NI number to LAs to check on ECS whether parents are in receipt of the relevant benefits to determine eligibility to EYPP
- Parents will be given the option to opt out

This may require changes to primary legislation. If so, the government will aim to introduce them by April 2015.

Accountability for using EYPP

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As with the Schools Pupil Premium, the main accountability route will be through Ofsted:

- Effective use and impact of the EYPP to be assessed under the leadership and management judgement

The DfE will amend the early years and schools census collections so that providers must identify which children in their setting attract EYPP

How will you measure the impact of the EYPP in your circumstances?

Baseline Assessment

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6 Schemes

- Centre for Evaluation and Monitoring, Durham University (CEM) - computer
- Early Excellence - observation
- GL Assessment - computer
- Hodder Education – paper based – book stimulus
- National Foundation for Educational Research (NFER) – assessment task/resource pack
- Speech Link Multi Media Ltd - computer



Baseline Assessment

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Schools should choose a reception baseline that best fits their school's needs and their approach to assessment.

For 2015/16 maintained schools, free schools and academies will pay the company and be reimbursed by the DfE directly (basic cost only)



EYFS Assessment Working Group

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- First meeting 6th March 2015 with a range of HTs, EYFS Leads and class teachers.
- To collaboratively review baseline materials, develop selection criteria and key considerations and create practical guidance and recommendations for Ealing schools.

On-entry Toolkit

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- Has been developed and materials are currently being collated.
- Available on line from April 2015

Moderation Opportunities

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- Unclear about moderation from agreed baseline providers.
- Unclear about any involvement from STA.
- Could be a buy back service from the Local Authority.



'our image of the child is rich in potential, strong, powerful, competent and most of all connected to adults and children.' Malaguzzi, 1997. p.117



In other words.....children are full of potential but the extent to which they can grow and flourish is influenced by the environment, relationships and rich experiences that they encounter.

‘Children’s competence and motivation can either be enhanced or inhibited depending on the awareness and motivational force of the surrounding context. Numerous studies have brought to light the importance of the adults role in young children’s development not only by means of direct and targeted actions but also indirectly, when the adults create educational contexts that enable children to utilise their own skills and competence.’ Rinaldi 2006.



Blocking out the sun!

Sahit Saini

Documented by Kitty Dabir-Alai



It is a sunny day at Greenfields Children Centre. The children are outside in the garden using the large blocks to work together to build a structure. Sahit notices the sun beaming through the blocks as he is building. He watches the sun shining over the blocks and the shadows it creates. Sahit decides to try and block the sun out by using smaller foam bricks. Sahit shares this idea with his friends and encourages them to help him.



What learning is happening here?

Sahit is actively engaged in his learning. He demonstrates an interest and understanding of his surroundings. Sahit is highly involved in trying to solve a problem as he carefully arranges and positions the blocks to try to block out the sun. His ideas show he has a hypothesis that he is trying to test. Sahit shows confidence in his theory as he communicates them to his peers.

Next? Would Sahit be interested in exploring light further? He could use torches, an OHP and the sensory room to explore shadow, light, dark, reflection.

Be outstanding – Early Years Leadership makes a difference!

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- 5 part $\frac{3}{4}$ day training for all EYFS Leads
- 14.4.15 – Early Years Context, research context and directional leadership
- 28.4.15 – Collaborative Leadership
- 12.5.15 – Empowering Leadership
- 2.6.15 – Pedagogical Leadership
- 16.6.15 – Reflective Leadership

