

HEART



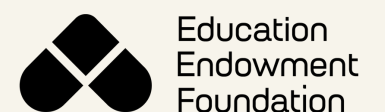
**Helping Early years practitioners to Apply
Research into Teaching and learning**

Reflecting on Your Approach to EYPP

***~ Leaders and Managers Network
Pre-Read~***



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**HUGE thanks to the Thrive Together Stronger Practice
Hub
team for their generous sharing of many of the materials
used in this document.**

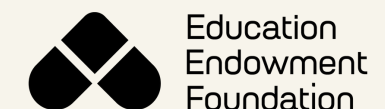


Activity Aims:

- Consider the evidence to inform effective spending
- Reflect on a process to review your approach to EYPP spend
- Practical examples of effective spending



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Myth Busting...

"We have to spend our EYPP on programmes and activities which are just for socio-economically disadvantaged children".

True

False



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Myth



- Disadvantaged children must be at the heart of your EYPP strategy and spending choices.
- Evidence tells us that high-quality education and care benefits disadvantaged children more.
- Spending funding on effective professional development activities addresses a top priority for EYPP spending.



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Myth Busting...

"We should spend our EYPP on buying new toys and resources for individual children".

True

False



Myth



- If you spend your EYPP solely on buying toys or resources, you are *unlikely* to improve outcomes for disadvantaged children.
- It's what **educators do** that makes the biggest difference.
- Sometimes, buying specific resources might help you to put an ***approach into action***. However, you should do this alongside providing ***training and support*** for educators.



Myth Busting...

"EYPP is only for children who are struggling with their learning and development".

True

False



Myth



- EYPP should be used to improve the life chances of ***all of your socio-economically disadvantaged children***, by supporting their strengths and meeting needs.
- Including children who are ***developing well***.



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Myth Busting...

“We’ll need to collect lots of assessment data to show the impact of our strategy”.

True

False



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Myth



- You **do not need to** write detailed and lengthy documents and gather lots of 'data' for your EYPP strategy.
- You need to be able to **talk about** and **illustrate** how EYPP is having an impact;
 - Are educators using the approaches you have discussed to improve the quality of their practice?
 - Do you observe high-quality interactions throughout the day?
 - Do you notice those interactions inside and outdoors, whilst children are learning and playing, and also during daily routines?
 - Are educators consistently providing extra support and teaching for the children who need it?
 - How are the children responding?

Consider; using an evidence-informed screening tool for tracking children's progress as part of your strategy.



Myth Busting...

“An effective way to spend our EYPP is to take EYPP children out on trips or to bring in external visitors”.

True

False



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Myth



- Although enjoyable, taking a *balanced approach* to spending your EYPP, is likely to focus on developing the quality of everyday practice.
- Disadvantaged children will particularly benefit from this approach: it should be a priority in your spending choices.



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What is EYPP?

The Early Years Pupil Premium (EYPP) has one aim:

to improve outcomes for socio-economically disadvantaged children from 9 months upwards.

From April 2025, the Department for Education (DfE) increased funding for the EYPP by **45% to £570** per child per year.

- A child's family income shouldn't be a barrier to their achievement and wellbeing in the early years.
- Early years settings can use this increased funding to help every child to flourish.



Why Does EYPP Matter?

- High-quality early education supports academic success and also better health and employment outcomes later in life.
- Learning gap between socio-economically disadvantaged children and their peers is already **4.6 months**, on average, by the end of the Early Years Foundation Stage. Currently, this **gap continues to widen** throughout primary and secondary school.
- EYPP funding gives settings a **valuable opportunity to narrow the learning gap**.
- Early intervention – before these gaps grow – is crucial to ensuring every child gets a fair start.



Who Qualifies?

- Children are eligible if they are receiving free early years education and their parents or carers are receiving certain benefits or are in specific care situations (LAC).

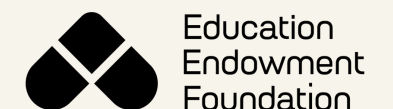
Eligibility based on benefits:

- Income Support: Parents receiving Income Support are eligible.
- Income-based Jobseeker's Allowance: Children whose parents receive income-based Jobseeker's Allowance qualify.
- Income-related Employment and Support Allowance: If parents receive income-related Employment and Support Allowance, their child is eligible.
- Support under Part VI of the Immigration and Asylum Act 1999: Children whose families are receiving support under this act are eligible.
- The guaranteed element of State Pension Credit: Children whose families receive the guaranteed element of State Pension Credit are eligible.
- Child Tax Credit: Children whose families receive Child Tax Credit are eligible if they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190.
- Working Tax Credit run-on: If a family stops receiving Working Tax Credit, they may still be eligible for four weeks under the "run-on" provision.
- Universal Credit: Children whose families receive Universal Credit with an annual net earned income of no more than £7,400 are eligible.

• www.gov.uk/EYPP



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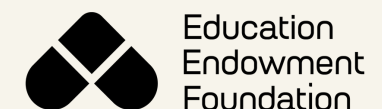
What Do You Need To Ask on Your Admission Form?

“Early Years Pupil Premium (EYPP) is paid to childcare providers to provide extra support for your child. EYPP can be used to improve teaching and learning facilities and resources to impact positively on your child’s progress and development. Ticking yes to the questions may enable your chosen provider to receive the EYPP”.

- Are you in receipt of Universal Credit?
- Is your child currently looked after by a local authority/have they ever been looked after by a local authority in England or Wales?
- Are you an asylum seeker receiving support under Part Six of the Immigration and Asylum Act 1999?
- *Ask parents to sign, giving permission to share information with the DfE to check eligibility for EYPP.*



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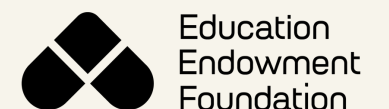
Developing a Strategic Approach

Leaders and managers can bring a sense of direction by thinking strategically to ensure they use EYPP funding effectively. This involves:

- Thoughtful planning to develop a shared vision;
- Taking action and developing the quality of practice;
- Encouraging and supporting teams and checking the planned changes are happening; and
- Checking the changes are having the desired impact and sustaining them long term.



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What Does the EEF suggest Leaders Need to Consider?



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1. Introducing the balanced approach



2. Develop quality practice



3. Tailor personalised support



4. Lead, plan and sustain



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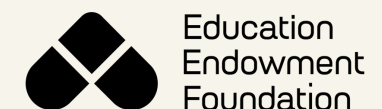
1. Introducing the balanced approach

When you take a balanced approach to spending your EYPP, you can make sure that you are:

- Continuing to develop quality practice to deliver the greatest benefits for disadvantaged children.
- Considering the particular strengths and needs of each child.
- Making and embedding changes to practice, so that your EYPP funding continues to benefit disadvantaged children in the future.



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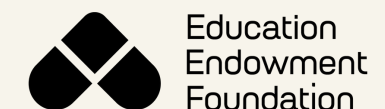
2. Develop quality practice

You could consider using your EYPP funding to

- Introduce an **evidence informed programme**, which includes a package of PD support and resources that help educators improve an element of practice and a particular outcome for children.
- Purchase or enable participation in evidence-informed PD
- Design and deliver your own training

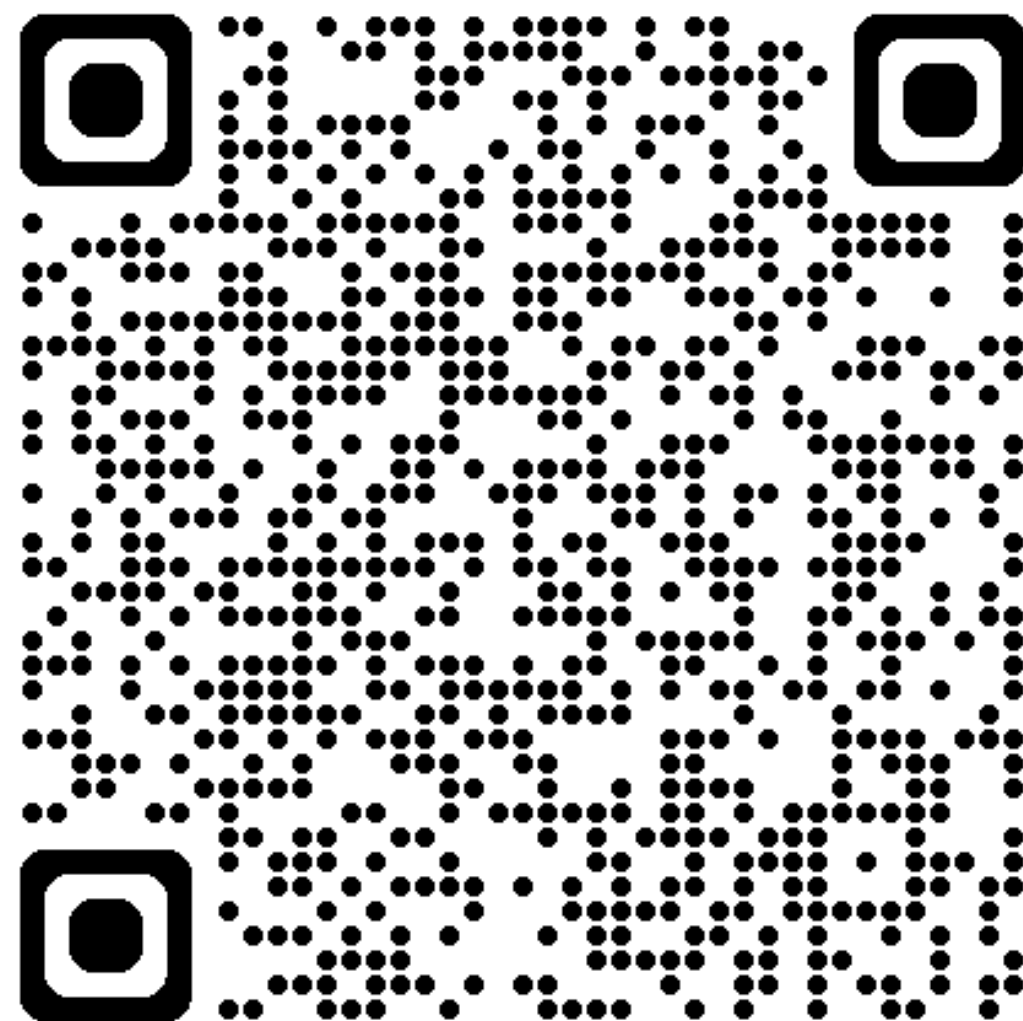


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2. Develop quality practice



Scan or click the QR code
to see the EEF guidance
on Developing Quality
Practice using your EYPP



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2. Develop quality practice

DID YOU KNOW?

You can use
EYPP for staff
cover costs!

EYPP can be used to pay for staff training and professional development in line with your EYPP priorities.

It can also be used to pay for the cover needed while staff attend those events and networks.



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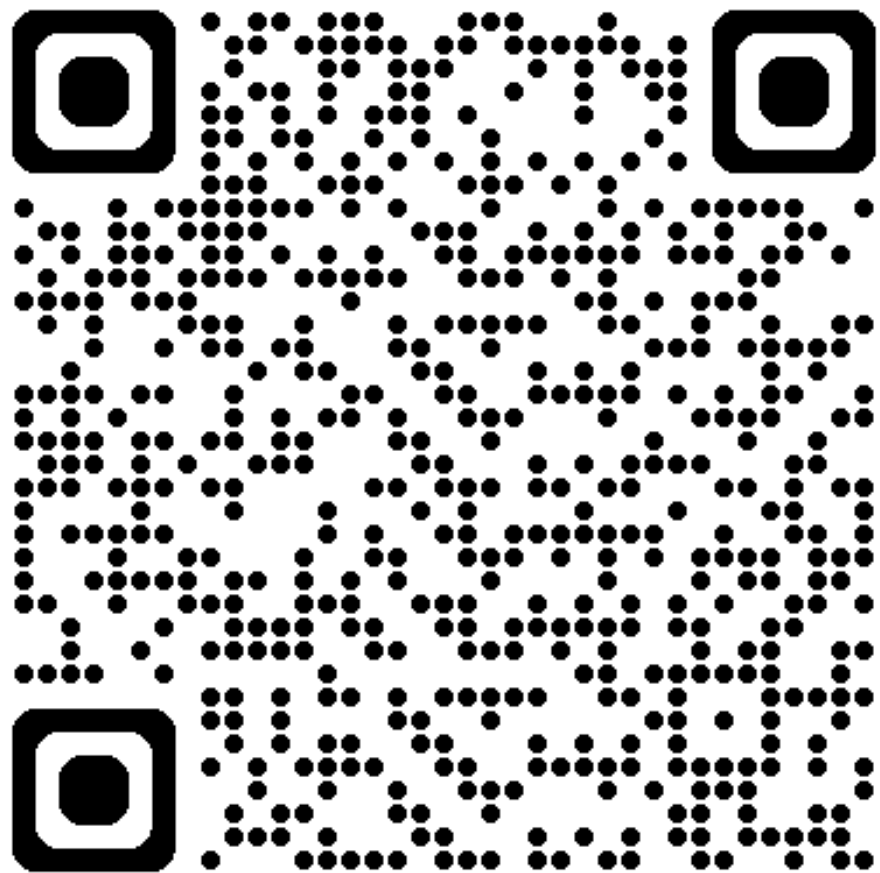


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2. Develop quality practice

To support your decision making, you can look at the Early Years Toolkit on the Education Endowment Foundation website.



Click or scan this QR Code and it will take you to the Early Years Toolkit.

There are also guides and videos to help you use it effectively.

The Toolkit explains evidence-informed approaches for different areas of learning, and breaks down how much difference each one is proven to make to children's progress.

[Early Years Toolkit | EEF](#)



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2. Develop quality practice



High-quality interactions



Communication and language



Responsive care and supportive routines



Self-regulation and executive function



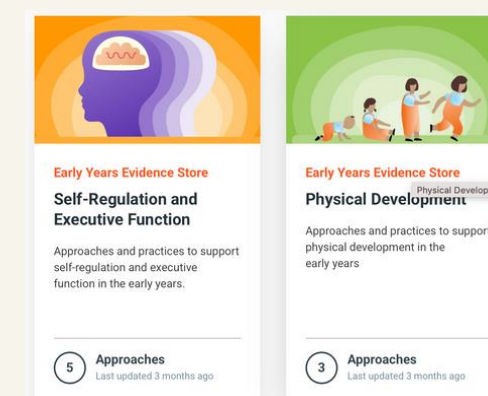
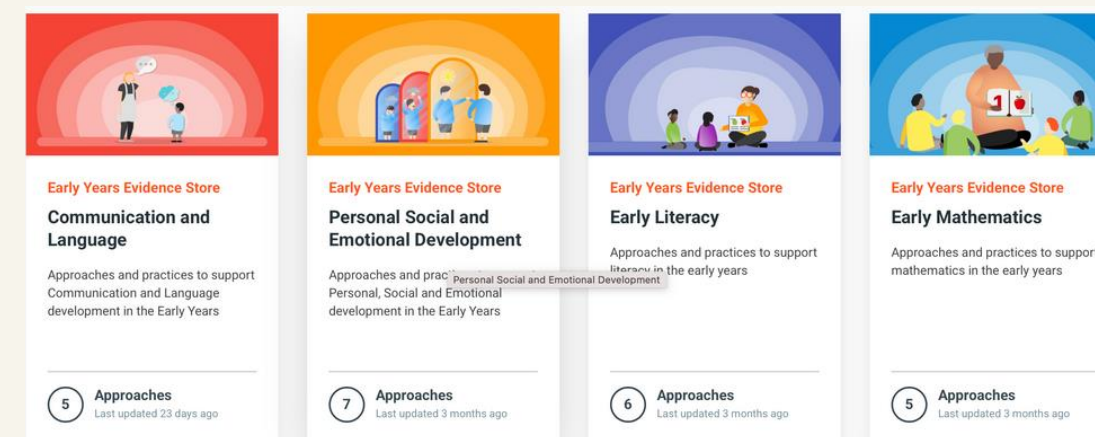
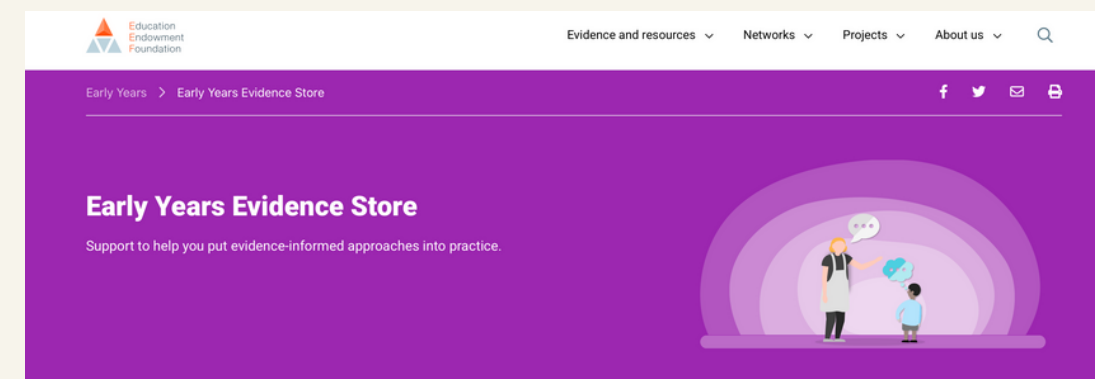
Physical development



Early Literacy



Early Maths



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3. Tailor personalised support

Target EYPP spending on improvements to support the ***particular needs*** of socio-economically disadvantaged children by:

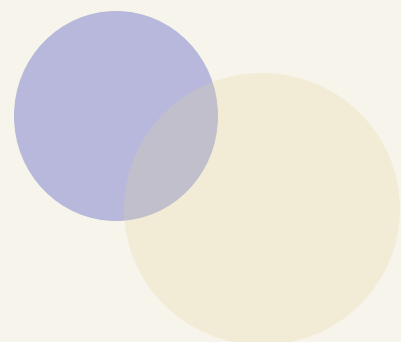
- Carefully tailoring the support they receive.
- Offering extra help and teaching to meet their needs.
- Using [research evidence](#) to inform your decisions.

So you might consider.....

- Buying a robust assessment tool
- Offering personalised additional adult support



eg. WellComm,
NELI or
Early Language
Intervention





3. Tailor personalised support

DID YOU KNOW?

There are also free assessment & target tools for each area of SEND need?

The DfE and Dingley's Promise have produced free assessment, SMART target and 1 page profile tools for children with addition needs in:

- Cognition and Learning
- Communication & Interaction
- Social & Emotional
- Sensory & Physical



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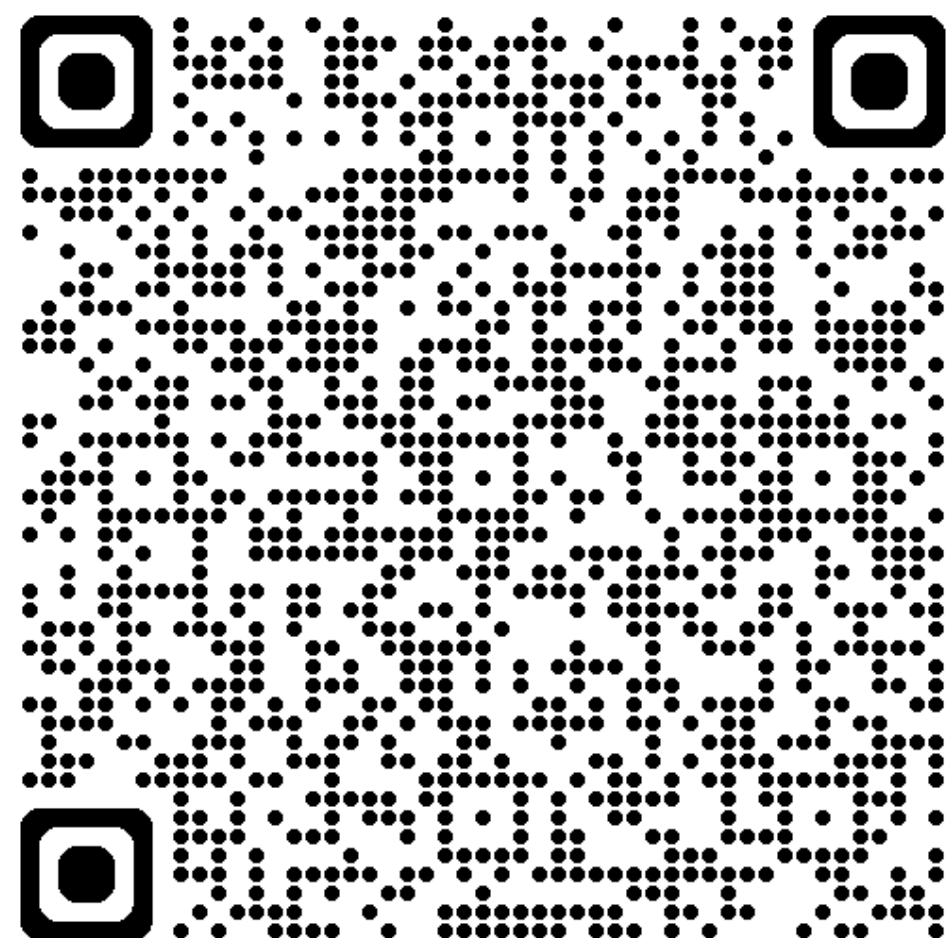
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3. Tailor personalised support



Scanning or clicking the QR code will allow you to read the guidance on using the assessment tools, download copies and learn more about using them to set targets.



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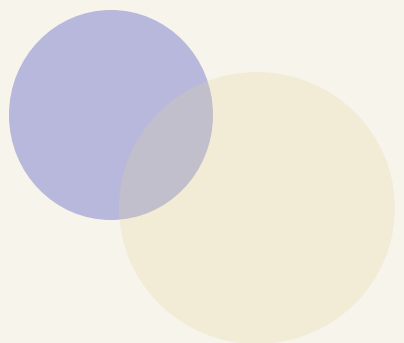


4. Lead, plan and sustain

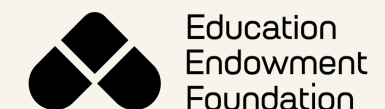
It's important to take time to ***plan and sustain*** your EYPP strategy as part of a balanced approach.

Your EYPP strategy ***isn't a 'one-off' event***, but an ongoing process. Meaningful strategy will make changes to practice that will stick.

Spending some EYPP to facilitate this is a worthwhile use of the funding.



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4. Lead, plan and sustain

Step 4: Making Changes Stick

Step 1: Exploring & reflecting together

Step 3: Taking Action

Step 2: Making plans



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4. Lead, plan and sustain

Step 4: Making Changes Stick

- Take time, don't rush to the next approach
- Revisit, refresh, review approaches.
- Reflect on changing needs of cohorts
- Feedback to parents

Step 3: Taking Action

- Consider the practical and social support need to implement new approach
- Engage parents
- Model, monitor and coach practitioners

Step 1: Exploring & reflecting together

- Support parents to apply
- Observe, assess, discuss
- Prioritise

Step 2: Making plans

- Choose an evidence informed approach
- How will you ensure PD is effective?





4. Lead, plan and sustain: Case Study Examples

Step 1: *Exploring & reflecting together*

- Support parents to apply
- Observe, assess, discuss
- Prioritise

Leaders in a nursery school, noticed that there were fewer EAL children represented in their EYPP cohort. They felt the application form was a barrier, so they supported EAL parents to complete their application onsite. Using their language screen assessments, they identified a group of EYPP children who were at risk of language delay.

Step 2: *Making plans*

- Choose an evidence informed approach
- How will you ensure PD is effective?

Using the EEF website, they identified Early Talk Boost as evidenced informed programme. They used EYPP to fund training, resources and time needed for professional development conversations to happen over.

Step 3: *Taking Action*

- Consider the practical and social support need to implement new approach
- Engage parents
- Model, monitor and coach practitioners

The setting held ETB parent workshops and 1:1 conversations to engage parents and shared resources with home.

Leaders monitored the delivery of the intervention and used PD conversations to reflect on it's impact and coach its implementation.

Step 4: *Making Changes Stick*

- Take time, don't rush to the next approach
- Revisit, refresh, review approaches.
- Reflect on changing needs of cohorts
- Feedback to parents

They sort feedback from parents on the difference they felt ETB had made. They monitored progress and impact using their language screening tool. They developed the approach further to embed the approach across the setting's continuous provision.





4. Lead, plan and sustain: Case Study Examples

Step 1: *Exploring & reflecting together*

- Support parents to apply
- Observe, assess, discuss
- Prioritise

A childminder in Walsall, encouraged her parents to provide the information she needed to apply on-line for EYPP funding. Her knowledge of the children told her that they were using limited mathematical language.

Step 2: *Making plans*

- Choose an evidence informed approach
- How will you ensure PD is effective?

She contacted her local Stronger Practice Hub, and enrolled on to a funded program for Numicon. The programme included free resources and training session over 3 months. She used the funding to fund her hours spent on PD and creating additional resources.

Step 3: *Taking Action*

- Consider the practical and social support need to implement new approach
- Engage parents
- Model, monitor and coach practitioners

The programme helped her to practice and reflect, as she implemented the programme. Gaps tasks enabled her to share successes with other participants. She could explain how children's mathematical outcomes were improving.

Step 4: *Making Changes Stick*

- Take time, don't rush to the next approach
- Revisit, refresh, review approaches.
- Reflect on changing needs of cohorts
- Feedback to parents

After the programme had finished, she explored further ways to embed the approach, she created ways to involve her children's parents with Numicon and developed activities for outside learning. She continued to monitor the impact on the children's mathematical development.





4. Lead, plan and sustain: Case Study Examples

Step 1: *Exploring & reflecting together*

- Support parents to apply
- Observe, assess, discuss
- Prioritise

Leaders in a day nursery offered parents a entry to a prize draw for returning their EYPP forms. They felt overwhelmed with parents asking for behaviour support. They noticed that EYPP children, including those with SEND and more experienced children, were struggling to label their emotions and self-regulate. This was impacting on staff wellbeing.

Step 2: *Making plans*

- Choose an evidence informed approach
- How will you ensure PD is effective?

Their local authority was offering training on Emotion Coaching, after researching the approach, the informed decision was made to fund the training, cover cost and time needed to support implementation, including staff meetings across the year.

Step 3: *Taking Action*

- Consider the practical and social support need to implement new approach
- Engage parents
- Model, monitor and coach practitioners

The investment was made to offer the PD opportunity to all staff. Leaders developed posters to support practitioners to practice the 4 step approach and used staff meetings to reflect on real examples of implementation. Video clips and leaflets were shared with EYPP parents, supporting their engagement with the emotional coaching approach in an accessible way.

Step 4: *Making Changes Stick*

- Take time, don't rush to the next approach
- Revisit, refresh, review approaches.
- Reflect on changing needs of cohorts
- Feedback to parents

Key workers shared the improved PSED outcomes with EYPP parents. Leaders periodically revisited emotion coaching to ensure it remained a consistent and prominent approach. They enhanced the approach, by accessing further PD on Executive Function and Physical Development through their Stronger Practice Hub.



We would love to hear YOUR examples of EYPP Spend and Impact.



We will use these to create a resource of evidence based examples that all Early Years practitioners can refer to.

info@heartmidsph.co.uk



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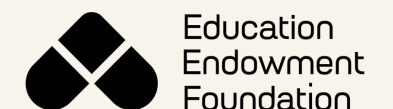
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Recap: Top 5 Take-Aways...

- 1. Take Stock.** Is your current approach balanced? *Wise investment of the EYPP can drive meaningful and lasting improvements in practice.*
- 2. Explore** the EEF resources on developing quality practices; *What will be your best bet priorities?*
- 3. Reflect** on how you could use the Lead, Plan and Sustain cycle
- 4. Consider** sharing you examples of EYPP spend and impact.



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Thank you,
from the bottom of our



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We need your feedback!



HEART Stronger Practice Hub
ACTIVITY FEEDBACK



[Scan the QR code](#)
[or click here to](#)
[complete the](#)
[feedback form](#)

Option to download a certificate of
attendance once feedback completed



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