The Early Years
Pupil Premium
Raising achievement – making the best spending choices
More money ≠ more learning
“It ain’t what you spend but the way that you spend it…”

How the EYPP is spent will determine whether it makes a difference
Disadvantaged children

- Meeting their needs
- Improving their life chances
Early years providers are free to decide how they spend the EYPP (but held to account by Ofsted)
What does the evidence say is a good investment?

Using evidence to narrow the gap
Education Endowment Fund
Early Years Toolkit

https://educationendowmentfoundation.org.uk/toolkit/early-years
How evidence can help?

- Capture the maximum possible benefit from spending
- Focus efforts on where it will make a difference

But what does it mean in practice?
Using evidence means

- Casting the net wide
  Where do we get our ideas?

- Using evidence to start a professional conversation
  Why are we doing this? How will it work in practice?

- Finding out what works, and what doesn't
  How do we know if this is making a difference?
To get the most out of the toolkit

- Dig deeper into the research
- Context and implementation matter
Sharing good practice

The following case study shows how one Leicestershire setting who were part of the Leicestershire EYPP Pilot Project made a difference
Please note that names and some information in the following case study has been changed to anonymise the family involved.
Little Rainbows Community
Pre-school
Giving Ruby a voice

Developing Ruby’s self confidence and self esteem
What did the setting know about Ruby and the family

Ruby was 40 months old, lived at home with mum and two older siblings. Mum was expecting another baby soon. Ruby’s world was her home, she had very limited life experiences. The family were dealing with the pressures of limited finances. Mum was struggling to spend any time with Ruby as she was a single parent. Mum was very reluctant to talk to Ruby’s key person or be involved in the setting in anyway.
Ruby found it very difficult to separate from mum when she arrived at preschool clearly showing signs of discomfort. She did not respond to the environment and always seemed to have her head down and spent a lot of time on her own. She was very reluctant to join in activities even with the support of her key person.

Although Ruby was a ‘chatterbox’ at home, in the setting she appeared very shy and rarely spoke to any of the adults or other children.

Her key person identified low levels of well being and involvement
How were Ruby’s needs identified?

• Individual observations and assessment by her key person
• Levels of **well being and involvement**
• Background knowledge of the family
The EYPP Action Plan

✓ Outcomes
What outcomes did the setting want to achieve?

Ruby

- Making relationships
- Building self confidence and self esteem
- Using language as a means of widening contacts, sharing feelings, experiences and thoughts
- Enjoying being with and confident to talk to other adults and children when playing
What outcomes did the setting want to achieve?

Parental Partnerships

- Develop the key person – parent relationship
- Support parental involvement in the setting
- Support parental awareness of and confidence in providing learning opportunities at home
The EYPP Action Plan

✔ Action
Action
(How the EYPP funding was spent)

Trip to the zoo (key person, mum and Ruby)

This experience provided an opportunity…
✓ to expand Ruby’s life experiences

✓ for Ruby to enjoy a meal from the café
✓ for mum and Ruby to spend time together

✓ for the key person, Ruby and mum to develop a positive relationship
☑ for Ruby to use a camera and video to record her day and then for the key person to capture Ruby’s voice in the scrapbook they made together
EYPP Funding
Autumn 14
15 weeks at £7.95 per week
= £119.25

Cost
- 5 hrs staff time = £42.50
- Petrol costs = £10
- Tickets = £46
- Lunch = £20
Total = £118.50
The EYPP Action Plan

✓ Monitoring
Monitoring strategies

Observations and assessment
Progress Summaries
Individual Progress Tracker
Learning Journey
Parents Voice
Key persons voice

The Early Years Pupil Premium
The EYPP Action Plan

✓ Impact
Impact – Key Person

Ruby’s **Individual Progress Tracker** shows significant progress in PSED and C&L

Ruby’s confidence has grown hugely this term

*Progress Summary*
Impact – Key Person

Ruby plays with the other children now, she is beginning to chat to them and is developing friendships

Learning Journey

Ruby is very proud of her scrapbook and the video. She enjoys sharing them with the other adults and children in the setting happily answering their questions

Learning Journey
Ruby’s levels of well being and involvement are much higher. 

Observations

Ruby shares her experiences with me now and likes to chat

Ruby smiles in the setting now
Impact – Key Person

The trip was invaluable in developing a relationship with Ruby and her mum. Ruby feels safe and secure in the setting now and happily waves good bye to mum in the mornings.

Ruby’s mum comes into the setting now and we chat about Ruby. She asks how she can help Ruby at home.
Impact – Parent

- Thank you for the trip to the zoo we really enjoyed it.
- I haven’t had the opportunity to take her anywhere.
- She seems more confident when I leave her in the mornings and I think that’s down to spending time at the zoo with Jane she see’s her as a friend or mum’s friend rather than an authority figure.
Impact – another practitioner in the setting

- The body language of the child has changed from head down, reluctance to interact to smiles and joining in at news time. Previously she did not readily separate from mum on being dropped off, but now confidently walks in to the room ahead of mum.
Impact – Child’s Voice

Mummy’s friend

Monkey kicked the window
What next for Ruby?

The key person is currently collating some resources for mum to use at home with Ruby.
What is key in spending the EYPP to really make a difference?

Time (using funding to pay for staff time), developing relationships, identifying experiences that meet individual children’s needs and involving parents.

Caroline, Managing Director
Little Rainbows Community Pre school
The challenge now is to promote the EYPP and get parents to sign up

Caroline, Managing Director, Little Rainbows Community Preschool