



Children and Young People's Services

Virtual School for Children in Care

Early Years Pupil Premium for Children in
Care

Practice Guidance –September 2015

POLICY INFORMATION SHEET

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Responsible officer(s)	Virtual School Headteacher for Children in Care Education

Practice Guidance for the Implementation of Early Years Pupil Premium for Cheshire West and Chester Children in Care.

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What is Early Years Pupil Premium for Children in Care?

The Early Years Pupil Premium (EYPP) for Children in Care is governed by the conditions of grant published by the Department of Education. For 2015-16 the conditions of grant were published in November 2014 and updated in March 2015.

www.gov.uk/early-years-pupil-premium-guide-for-local-authorities

How is Early Years Pupil Premium for Children in Care different to other forms of Early Years Pupil Premium funding?

There are some significant differences between the conditions of grant of the EYPP for other eligible children and the EYPP for Children in Care. In summary the key differences are:

1. Virtual School Headteachers (VSHT) are responsible for managing the [early years pupil premium \(EYPP\)](#). The VSHT is in charge of giving the premium to the early years providers **(1)** that educate children in local authority care who are taking up the [free early education entitlement for 3- or 4-year-olds](#).
2. The VSHT is responsible for making sure the local authority has set up arrangements for allocating EYPP funding to benefit the children in care.
3. The VSHT must make sure that **“early years providers spend their pupil premium funding for looked-after children to help meet the needs identified in the children’s Personal Education Plans (PEPs)”**
4. The VSHT must be able to demonstrate how the EYPP funding is raising the achievement of children in care.
5. The VSHT should work with each looked-after child’s educational setting to agree how pupil premium funding will be spent to meet the needs identified in the child’s Early Years **termly** Personal Education Plan (EYPEP). This will usually involve working with the early year setting’s designated practitioner for children in care. (Although this role is not mandatory it is good practice in CWAC)

This is different to other EYPP funding in that it is not the early years setting who manages the funds but the VSHT, and that the EYPP is to be used for individual children rather than incorporated into the early years setting budget.

Further statutory guidance that describes the Role of the Virtual School Head in managing the EYPP for Children in Care can be found in the DfE guide for local authorities.

www.gov.uk/early-years-pupil-premium-guide-for-local-authorities

(1) Please note that the terms Early Years Providers or Early Years Settings include: Childminders, Day Nurseries, Pre-schools and Maintained Nursery Classes.

How does Early Years Pupil Premium for children in care work?

1. Children aged three and four are eligible the term after which they are three and who have been in care for 24 hours.
2. Children who are in early years settings in CWAC, or other early years settings in England, Northern Ireland, Scotland and Wales.
3. The EYPP must always be used to improve educational outcomes and close the gap as identified in each child's Early Years Personal Education Plan (EYPEP). The Virtual School Head is responsible for making sure that the following effective arrangements are in place:
 - That EYPP funding is spent effectively and fully, as any underspend must be returned to the Department of Education at the end of the financial year;
 - That the EYPP has been linked to raising achievement for Children in Care and closing the gap between their achievement and that of their peers;
 - By undertaking constructive dialogue with the early years setting, usually through the Designated Practitioner, ensuring the EYPP will contribute to meeting the child's needs as identified in the EYPEP.
4. There is no requirement for the Virtual School Head to pass the funding onto the early years setting. There is, however, a strong expectation that the Virtual School Head will consult with the early years setting around how to meet the child's learning needs, and pass the money on to support this via the termly EYPEP. (This equates to a maximum of £100.70 per child per term £302.10 for the whole year – but this is not necessarily the amount that will be granted)
5. Early years settings cannot insist that they get the full EYPP grant for each child as it is up to the Virtual School Head to manage the EYPP grant allocation.
6. It is for the Virtual School Head to decide the amount of EYPP and the frequency of payments. This means that there is no set amount that each child is eligible to receive and that the Virtual School Head can link payments to the completion of the **termly** EYPEP.
7. The Virtual School Head can pool some of the budget allocation and keep this centrally for activities that are of holistic benefit to the LA's Children in Care. However, the EYPP must not be used for activities that the LA would normally be expected to fund as the corporate parents, including support for foster carers, or for administering the EYPP grant.

How will the Early Years Pupil Premium be implemented for Cheshire West and Chester children and why?

The overarching principles of Cheshire West and Chester's child's individual needs driven model are:

- As corporate parents the **core question** guiding the decision making of the Virtual School Head, Social Worker, and Designated Practitioner, regarding the use of the EYPP must be - '**would this be good enough for my child?**'
- **The EYPP must be responsive to the identified needs of each Child in Care** as each one will have a differing set of needs and these individual needs may vary over time. The question that needs to be asked during the EYPEP meeting is - **what does this child need**

at this time to support their learning and development and to improve their educational outcomes in readiness for school?

- **The EYPP must be clearly linked to each EYPEP.** EYPP will not be allocated unless there is a high quality, effective and termly PEP with clearly identified SMART targets that are designed to accelerate learning and close the attainment gap.
- **Any EYPP funding allocated must be used for the specified child** in a way that has been clearly identified within the child's EYPEP.
- **The EYPP must make a difference to the educational outcomes of the child.** Therefore, the impact of the EYPP must be rigorously monitored and evidenced. The key question that the designated practitioner should ask before requesting the EYPP is - **how can I evidence the progress being made and therefore the difference that the EYPP is making to the child's targeted educational outcomes?**
- **The Virtual School Head wants to fully and appropriately utilise the EYPP grant** and not return any underspend to the Department of Education at the end of the financial year. However, it is for the Virtual School Head to manage and deploy this funding in accordance with the identified needs of the children within the Virtual School.

What circumstances will determine if Early Years Pupil Premium will be allocated and how much?

The needs of each young child can vary significantly over time depending on their early life experiences and the barriers to learning that they encounter, therefore EYPP may be allocated to support:

- A child who experiences a disruption to their education provision due to emergency changes to their care plan.
- A child educated outside the LA where there is not the same level of support provided by education services or the Virtual School.
- A child experiencing a significant and often delayed reaction to abuse and neglect, which manifests itself in unanticipated behavioural changes and unmet trauma needs.
- A child who is not meeting the nationally expected stage of development in the EYFS Prime or Specific areas of learning or the Welsh Foundation Phase Outcomes.
- Needs above and beyond identified SEND.
- Individual targeted support to close the gap for example in Number or individual Speech and Language support to follow targets on an individual SALT plan.
- Specific resources that benefit the individual child, for example, WelComm Speech and Language Early Years Toolkit.
- Training for a child's key person or early years practitioners who support a child in care, for example understanding trauma and attachment in the early years

In general, EYPP per eligible child is worked out on a basis of 53p per hour depending on the number of hours take up from the free early years entitlement. This works out as £302.10 per year aligned with the termly PEP although because this is a need's led model there may be some children who do not need any EYPP or some children may need more. **Costings must be clearly set out in the EYPP section of the EYPEP**

Are there circumstances when Early Years Pupil Premium will NOT be allocated?

Although not an exhaustive list, EYPP will **not** be used to fund:

- Support that should be identified through application of the Early Years Access Grant or the Early Years Graduated Response to meet additional needs;
- Interventions that the early years setting provides to other children but that have no link to the child in care's needs.
- Services that should be provided via a statement of special educational needs or an Education Health Care Plan.
- Other statutory work such as an assessment of educational needs or support from Health Services
- Interventions for which the early years settings' own funding already covers the cost
- Interventions that, as for any other child, the early years setting would put in place if the need was identified;
- Interventions where there is no cost for the early years setting to deliver.
- Visits, activities or enrichment sessions (e.g. music time) – these can be funded through other means for children in care and this should be discussed as part of the EYPEP.
- General resources or IT equipment

In addition to this EYPP will **not** be allocated if:

- The request for funding does not meet the Prime or Specific needs identified in the EYPEP.
- The EYPEP does not meet the statutory requirements of being high quality. This means that the PEP should have **effective SMART targets, robustly tracked progress and evidence of identified and measured impact**

How does the Early Years Pupil Premium link to the cycle of Personal Education Planning for Children in Care?

We are keen to make a commitment to early years settings to minimise the amount of paperwork that needs to be completed to support a child in care. Therefore, the EYPP payments can only be requested via the completion of a high quality, effective and termly EYPEP.

Cheshire West and Chester Virtual School will quality assure the completed EYPEPs for a random sample of Cheshire West and Chester Children in Care on a termly basis. This quality assurance will focus on the following:

- **Ensuring that EYPEP targets or next steps are appropriate for the child and are SMART.** Where there is evidence that this has not occurred there will be a discussion with the Designated Practitioner to address this.
- **Monitoring the progress that the child is making in all areas of development, in particular the Prime and Specific Areas.** Where there has been no progress in a child's development or progress has slowed down, then a discussion will be held with the Designated Practitioner

to ascertain the reasons and to identify what needs to be done to improve progress for the next EYPEP.

- **Reviewing any requests for EYPP allocation.** Where there is a request that does not fulfil the EYPP criteria then a constructive dialogue will be held with the Designated Practitioner to ensure that a mutually agreed request can be submitted. This may be because the EYPP request does not meet the Prime or Specific learning needs of the child or link closely with the EYPEP targets, or provide the opportunity to close the attainment gap for the child or provide evidence of how impact will be measured or provide full and appropriate costings.

Who can have a say about how Pupil Premium Plus funding should be used?

The EYPP should be discussed at each termly EYPEP; therefore everyone involved in the PEP process should feel able to make a contribution to the discussion as to how best to support the needs of the child in care through use of the EYPP funding. As the children are very young, it is not appropriate for them to attend the EYPEP meeting, however children's wishes and feelings and also their strengths or areas for development can be brought to the meeting by key practitioners via daily observations and the child's learning journey.

However, early years settings are accountable for the educational attainment and progress of all children in care in their role as corporate parents and through Ofsted inspections. OfSTED inspections will report on whether providers spend their EYPP funding effectively. EYPP will form part of the existing OfSTED inspection framework. Therefore, it is ultimately for early years settings, via the Designated Practitioner to identify how the funding can best be used to close the EYFS attainment gap for the individual child in care and make the request to the Virtual School Head via the EYPEP

Do Early Years Settings need to identify how the Early Years Pupil Premium money will be spent?

The simple answer is YES.

On each of the termly PEP forms there are sections that request information regarding EYPP funding (please read 'Pupil Premium Plus' as 'EYPP'). Below is the section of the EYPP documents that shows the EYPP request box located on the end page of the document.

• Pupil Premium Plus						
Discussions about my pupil premium plus in my meeting						
Was a Pupil Premium Plus agreed last term?		<input type="radio"/> Yes <input type="radio"/> No				
Details of targets the intervention/s were related to						
Type of Intervention	Description of Intervention	Target Details	Was the expected impact achieved?	Will this intervention continue?		
<input type="radio"/> Learning <input type="radio"/> Pastoral			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No		
Is a Pupil Premium Plus being applied for this term?		<input type="radio"/> Yes <input type="radio"/> No				
Intervention Details						
Type of Intervention	Description of Intervention	Target Details	Expected Impact	Hourly cost (£)	Hours Per Week	Cost (£) Until My Next PEP
<input type="radio"/> Learning <input type="radio"/> Pastoral						

A brief record of discussions about EYPP must be recorded in the first box and whether EYPP has is being applied for.

The Designated Practitioner must provide details of:

- The impact of the EYPP intervention which has been in place;
- The specific targets that the new EYPP is being used to support;
- The intervention that will be put in place with the expected outcomes
- The cost of the intervention being requested.

When agreed, how will the Early Years Pupil Premium be paid into the early years setting budget?

IF A CHILD IN CARE IS IN A CHESHIRE WEST AND CHESTER SETTING

Step 1:

Once the Virtual School has reviewed the EYPP request, the Designated Practitioner and Social Worker will be informed that the EYPP allocation has been agreed and that payment will be made. This should then signal that the interventions should be put in place without delay.

Step 2:

For any EYPP agreed payments, the Virtual School will instruct the Early Years Funding team to make the agreed payment to the early years setting and that this should be clearly identified by use of the **child's Early Years funding reference number:** EYPPLAC/CHILD REF/SUM15/SETTING NAME. This is to ensure that the early years setting is aware that this money is for the specific child in care.

Step 3:

The Early Years Funding team will make the relevant payments or budget adjustments by the first week of the next half term after the EYPP has been agreed.

As the funding runs for the financial year rather than an academic year, arrangements for the summer term will be confirmed once the DfE has published the next year's conditions of grant.

IF A CHILD IN CARE IS NOT IN AN EARLY YEARS SETTING WITHIN CHESHIRE WEST AND CHESTER

The same principles apply regarding the quality assurance of the PEPs and the agreement of any EYPP request. However, payment will be made to these early years settings in the following way:

Step 1:

Once the Virtual School has reviewed the EYPP request, the Designated Practitioner and Social Worker will be informed that the EYPP allocation has been agreed and that payment will be made. This should then signal that the interventions should be put in place without delay.

Step 2:

For any EYPP agreed payments, the Virtual School will instruct the Early Years Funding team to make the agreed payment to the early years setting and that this should be clearly identified by use of the **child's initials, date of birth and reference to CWAC.** This is to ensure that the early years setting is aware that this money is for the specific child in care. The Early Years Funding team will contact the early years setting and the Local Authority that the setting sits in to arrange the appropriate payment method. This will be either by paying the Local Authority and gaining agreement for them to pass on the funds to their setting or arranging for the early years setting to be added to the relevant payment systems and paying them directly.

Step 3:

The Early Years Funding team will make the relevant payments or budget adjustments by the end of term after the EYPP has been agreed.

As the funding runs for the financial year rather than an academic year, arrangements for the summer term will be confirmed once the DfE has published the next year's conditions of grant.

Should an early years setting wait for the money to be paid into the budget before beginning any interventions/support?

The simple answer is NO.

As previously stated one of the overarching principles for Cheshire West and Chester's individual child's needs driven model is that the EYPP will be fully and appropriately utilised. Therefore, there is a strong presumption that early years settings will provide any agreed intervention that will be funded via the EYPP without delay, including not waiting for the money to be placed within the budget, as this has been based on the identified needs of the child. Unnecessary delay will have a negative impact on the educational outcomes for children in care and therefore they will not make the desired achievement and progress. As soon as the Virtual School Head has agreed the proposed EYPP intervention then the money will be guaranteed to be provided to the early years setting

If however, there are extenuating circumstances that mean the support cannot be put in place without delay, then the Designated Practitioner should contact the Virtual School Head to discuss this and resolve the situation in order to avoid impacting on meeting the child's needs.

What can Early Years Pupil Premium be used for?

As each child will have their own specific individual needs, it is difficult to develop a definitive list of possible interventions.

However 'The Educational Endowment Foundation (EEF) Early Years Toolkit published in July 2015 is an accessible summary of educational research that provides guidance for early years professionals on how to use their resources to improve the learning of disadvantaged children. The Toolkit currently covers 12 topics, each summarised in terms of their average impact on learning, the strength of the evidence supporting them and their cost.

The Toolkit is a live resource that will be extended and updated on a regular basis as new summaries are completed and as findings from EEF-funded projects and other high-quality research become available.

The evidence from the toolkit does demonstrate that interventions that are based around the needs of the child, rather than focused on staffing levels are the ones that have the highest impact with generally the lower cost.

It is more than likely that many of these interventions are already present within a whole setting approach to improving the quality of education. Therefore, it is expected that the child in care would access these just like any other child in the setting. The use of the EYPP would be for **additional interventions based on the assessed individual needs of the child**, or to provide additional sessions linked into the whole setting approach being used.



Early Years Toolkit -
August 2015.pdf

Extracts from EEF 2015 that show interventions for children in care and EYPP when considering the impact on educational outcomes in the early years:

Intervention	Cost	Impact	What should I consider?
Communication and Language Approaches	Very Low £	+6months	<p>How can you help children to articulate and express their ideas and experiences verbally?</p> <p>What training will adults involved received to ensure they are able to model and develop children’s spoken language skills?</p> <p>How can you link children’s spoken language with their developing writing and reading skills?</p> <p>Combining a range of communication and language approaches is likely to be more effective than a single approach. How will you ensure that children are exposed to a range of different communication and language strategies?</p>
Early Literature Approaches	Very Low £	+4months	<p>How will you ensure that your early literacy strategy is well-balanced, and combines approaches that will support the development of skills, knowledge and understanding?</p> <p>Do you use assessments to identify children’s current level of development, and monitor learning?</p> <p>When you introduce new early literacy approaches, do staff receive sufficient training and professional development?</p> <p>How do you use targeted small group support to help areas of challenge for disadvantaged children?</p>
Early Numeracy Approaches	Very Low £	+5months	<p>Have staff been provided with professional development to support the introduction of early numeracy approaches?</p> <p>Have you considered approaches that involve small group work or guided instruction?</p> <p>How will you monitor the impact of your early numeracy strategy?</p>
Play based learning	Very Low £	+3months	<p>Have you considered how the learning environment affects play? How does the way you organise resources support active learning, play and exploration? For example, can children access resources independently?</p> <p>How effectively does your environment encourage and support children to develop their language, literacy and mathematical understanding through play?</p> <p>How does the balance between child-initiated play and more structured activities meet the learning needs of your children?</p> <p>How confident are your staff in effectively supporting learning through child-initiated play?</p> <p>How will you evaluate the impact of any new play-based approaches you introduce?</p>

Self-regulation strategies	Very Low £	+7months	Self-regulation strategies have high potential, but may require careful implementation. Have you set aside time for professional development prior to putting a new strategy in place? How do you assess children's current executive function, for example when they are playing or interacting with their peers? How will you monitor the impact of self-regulation strategies?
Social and emotional learning strategies	Moderate ££	+3months	Have you ensured that the right professional development opportunities are in place to support the introduction of SEL strategies, and explain their value to staff? How will you embed SEL strategies in routine practices, rather than treating SEL as a distinct area of focus? How will you evaluate the impact of SEL approaches?

What happens if a child in care moves to another early years setting?

As the EYPP is interlinked with the completion of a high quality, effective and timely EYPEP the payment of the EYPP is therefore reviewed each term. If a child in care moves to a new early years setting, then a new EYPEP should be completed within the statutory timescales and a new request for EYPP submitted via the PEP. However, it is important that the new Designated Practitioner can fully evidence the reason behind the EYPP request. This model ensures that EYPP follows the child if they move setting.

Useful resources and reading

PEP Practice Guidance

CWAC PEP Guidance September 2015

DfE EYFS Statutory Guidance 2012

DfE EYPP Guidance for Local Authorities 2015

www.gov.uk/early-years-pupil-premium-guide-for-local-authorities

Education Endowment Foundation: Early Years Toolkit 2015

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

Foundation Years website

www.foundationyears.org.uk/