

Learning Together About Learning

Putting sound early years principles into practice

A DfE funded project to support the introduction of Early Years Pupil Premium

Newsletter issue 1



WELCOME

Welcome to the first newsletter of the Learning Together About Learning (LTAL) project. The focus of this newsletter will be to answer some of the queries people have asked about who have completed the survey.

If you have queries or feedback, you can contact our project lead, Caroline Eaton, by email at caroline@early-education.org.uk

The project so far

You can find a summary of what the project is about at www.early-education.org.uk/eypp. It includes 15 local networks (see website for a full list) which are sharing their learning about how to make creative and impactful use of EYPP. Local networks are starting to hold their first meetings and decide what the focus of their EYPP spending and activity may be. Within the networks, partnerships are being forged and ways of working are being explored. We will keep you updated as the project progresses, and will be holding a series of dissemination events in the spring to share the learning.

In the meantime, at national level we're building up information and resources on our website, to help you develop ideas about how you could use your EYPP funding. This includes the following topics:

- [EYPP: the basics](#)
- [How to spend your EYPP](#)
- [Framing your thinking for spending your EYPP funding](#)
- [Some possible ideas for spending the EYPP funding](#)
- [Learning from the schools Pupil Premium](#)
- [Including families in your decision making](#)
- [Working in partnership](#)
- [Early years principles into practice](#)

Please explore these resources – and spread the word about them. Remember, any colleagues who aren't yet signed up for our e-newsletters can do so via our website, and you can also now follow us on Twitter (@EYPP_LTAL).

Have you completed our survey at www.early-education.org.uk/eypp ?

Our survey and your questions

Lots of you have already responded to our survey to tell what further resources and information you would like to support you in making best use of your Early Years Pupil Premium. If you haven't already replied, the survey will be open until the end of July. This not only means you can help shape the project, but feedback will also be passed to DfE (anonymously of course) about any areas where the policy could be improved.

FAQS

What research will help my thinking in connection with EYPP?

Early Language development seems to be an area where many settings are thinking about spending their EYPP funding, so the links to research/ articles below, deal mainly with early language development.

- A summary of early language research on the Foundation Years website:
www.foundationyears.org.uk/pedagogy-early-learning/early-language/
- Enhancing the Language Development of Young Children by Sandra Crosser
www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=119
- Investigating the role of language in children's early educational outcomes – a research report for DfE by Sue Roulstone James Law, Robert Rush, Judy Clegg, Tim Peters
www.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf
- Language development in children by the Child Development Institute – gives some milestones which may be helpful for sharing with colleagues and parents.
http://childdevelopmentinfo.com/child-development/language_development/
- EEF toolkit – see further reading section
<https://educationendowmentfoundation.org.uk/toolkit/early-years/communication-and-language-approaches/>

How will having no eligible children impact on our setting?

There will be no extra funding coming in, as the funding follows the child. You will probably already be supporting families and children who need a little extra hand holding and you will continue to do this. It is important to remember that there may be eligible children in your next intake and that family circumstances can change. It will therefore be important to be aware of what the criteria are, the

expectations and processes, should you have children who are eligible in the future. Knowledge of the processes and how you have shared these with your families will prepare you for your next inspection, where EYPP will be discussed.

How can we support parents with English as an additional language to understand the application process?

The processes by which the EYPP funding is allocated varies from local authority to local authority. If translations aren't available from the local authority, arranging for translations of this material into the range of languages you have in your settings could well be a great opportunity to work in partnership with other local settings who could be wanting to access a similar service. Sharing will reduce the costs for both parties. It is a good idea to use a translation service so that you can ensure the quality of the material. Your EMTAS service may be able to help you source a translator.

Within schools, will EYPP funding be ring-fenced for the early years?

EYPP funding will be allocated through a separate process to allocation of Pupil Premium funds, and must be used to have an impact on the children eligible for it. Ofsted will report separately on how EYPP is used.

If you are part of a Foundation Stage team, you will need to know which of your children are eligible so that you can provide input into the allocation of the spending and the monitoring of outcomes. If the Foundation Stage has already been included in strategies funded by Pupil Premium, this is a good opportunity to assess their impact. If you feel they are being successful you may be able to suggest ways in which they could be extended by using EYPP. If you feel they aren't being successful, measuring the impact will give you data to support your suggestions for change.

How can I include parents so they feel supported and not patronised?

The thing to remember is that families are unique like the children and some strategies will engage some parents and not others. Use what you know about currently works with your families as a starting point, and evaluate which strategies work for which parents so that you can develop a range of approaches to help more parents actively engage with their child's learning. Thinking about barriers to engagement from the parent's perspective is a useful place to start.

There is a wealth of information on the Education Endowment fund website to support you to develop your parental engagement strategies: <https://educationendowmentfoundation.org.uk/toolkit/early-years/parental-engagement/>

In addition there are some further references below:

- www.ncb.org.uk/media/236258/engaging_with_families.pdf
- <http://engagingwithfamilies.co.uk/>
- <https://aifs.gov.au/cfca/publications/are-disadvantaged-families-hard-reach-engaging-disadva>

SOME WAYS SOME SETTINGS ARE SPENDING THEIR EYPP FUNDING

The following are just a sample of how some settings are choosing to spend their EYPP funding. You will find more on our website as the project progresses. Remember the justification and impact are crucial. Each of your settings and children are unique and you will be best placed to make the decisions about how to spend your EYPP money.

- Developing **loan libraries** which include resources such as the ingredients for playdough to make it easier for parents to make this with their child. Packs are of a manageable size for easy transportation and include guidance for parents who may need it in a range of formats.
- **Support materials** covering topics such as toilet training, developing early language etc
- **Video cameras** so speech development can be recorded and shared more easily with families and the quality of practice can be monitored and developed, children can record their own stories etc.
- **Trips** which are either fully funded or subsidised from the EYPP. Experiences will be recorded in a range of ways eg photographs and shared widely both at the setting and with the family.
- **Transition focus** to include extra visits, resources such as trays to practice carrying food/objects from point a to point b as preparation for lunch, photographic materials to enable children to feel they already know the new environment and staff, sharing the cost to send postcards to the children in the holidays so they feel held in mind etc.
- **Professional library** to enable staff to refine their pedagogical thinking. This could be enhanced with a whiteboard so staff can share which elements of the setting's practice can be celebrated and which needs developing, alongside some possibilities of how this could be done, thereby developing a sense of ownership amongst the staff.

Remember this is a process which will be refined each time the EYPP is received. We welcome suggestions of other ideas you have regarding making effective use of EYPP funding, and will include ideas in future newsletters.

ASSESSING THE IMPACT OF THE EYPP FUNDING

There are a range of ways to assess the impact of your spending eg:

- If you regularly track progress against the Development Matters stages this can also be used to show the impact of the EYPP spending.
- There will be qualitative data you can use ranging from parents' comments to local authority reports or accreditation reports etc.

The focus of spending will dictate the way impact will be monitored for example if the EYPP is focused on developing early language, outcomes could be monitored using some of the ECAT materials, and recording the number of words a child knows eg "Child X had 20 words in April and in July has 250. This follows more shared reading both at home and in the setting, daily conversations

following the child's interests, daily singing of 'The wheels on the bus', 'Down at the station' and '12345 once I caught a fish alive'."

Your analysis of the impact will be refined as the opportunities for monitoring are increased. The ways that you do this will also develop and evolve over time.

LESSONS FROM PUPIL PREMIUM IN SCHOOLS

It is interesting to note that a report just published by the National Audit Office has shown that Pupil Premium in schools has begun to make a difference in some cases but the true impact isn't expected until 2023 (www.nao.org.uk/report/funding-for-disadvantaged-pupils/). Interestingly it noted that low cost interventions were used too infrequently and that £430 million had been spent on extra staff which may not have resulted in maximum impact. For more about what we can learn from the pupil premium see www.early-education.org.uk/learning-schools-pupil-premium

FINALL

Please share your ideas about how you are going to spend your EYPP funding, any formats or systems you develop, ways you engage your parents in their child's learning and any partnerships you establish, so that these examples of Effective early years practice can be celebrated and shared. Thank you. Share by contacting caroline@early-education.org.uk

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