



Early Years Improvement Team
Early Years Pupil Premium Audit
A tool to support settings

EYPP questions to consider	In Place/Whats working well	Areas identified for development
<p>1.What methods/ strategies do you use in promoting/encouraging families to take up EYPP funding ? (Registration form, discuss at admission to setting, parents board, home visits)</p> <p>https://thehub.walthamforest.gov.uk/policy/early-years/teaching-learning/leadership/eypp</p> <p>DfE forms: Department for Education EYPP model form & Letter for parents https://thehub.walthamforest.gov.uk/policy/early-years/feee/ey-pupil-premium Further information from DfE on EYPP Q and A http://www.foundationyears.org.uk/files/2014/11/EYPP_FAQ.pdf</p>		
<p>2.Does your setting have a ‘Early Years’ Pupil Premium strategy? Is this included in your policies?</p> <p>Practical tips on allocating Early Years Pupil Premium funding https://www.early-education.org.uk/sites/default/files/Early-Ed_Tip_EYPPs%20ONLINE%20small_0.pdf</p>		

<p>3. Have you any identified children for EYPP funding in your setting?</p> <ul style="list-style-type: none"> • <i>How many?</i> • <i>Are you able to identify how much money is allocated for early years pupil premium?</i> • <i>Can you identify the EYPP funding separately to any other funding for vulnerable groups?</i> • <i>Are all staff aware of which children are eligible for EYPP funding?</i> <p>Early Years Pupil Premium https://thehub.walthamforest.gov.uk/policy/early-years/fee/ey-pupil-premium</p>		
<p>4. What are the needs of children receiving the Early Years Pupil Premium in your setting? Do you gather information on entry to identify children’s starting points?</p> <ul style="list-style-type: none"> • <i>Is this used to target appropriate interventions, particularly when children are working below expected levels?</i> • <i>Do the children fall into other vulnerable groups (LAC, EAL, SEND)?</i> • <i>Are all children entitled to the EYPP vulnerable/in need of extra support – how do you use Pupil Premium to extend opportunities?</i> <p>GOV.UK: Early Years Inspection Handbook https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458588/Early_years_inspection_handbook.pdf</p> <p>Early education https://www.early-education.org.uk/eypp</p>		

<p>5 .How are you using the EYPP Funding to support these children? <i>Enrichment activities, specific individual or group interventions</i></p> <p>For examples of interventions visit</p> <p>Education Endowment Foundation https://educationendowmentfoundation.org.uk/</p> <p>Early Education https://www.early-education.org.uk/possible-ideas-spending-eypp-funding</p>		
<p>5.How are you engaging with the families of these children including looked after children?</p> <p>Early Education: https://www.early-education.org.uk/including-families-your-decision-making</p> <ul style="list-style-type: none"> • <i>Do you offer home visits for vulnerable children who may need additional support settling-in?</i> • <i>Do your staff know where to refer families to for further support and advice?</i> • <i>Are parents made aware of the EYPP and are interventions agreed with them?</i> 		
<p>6.How do you promote and encourage the children’s learning and development at home? <i>Eg share information about children’s learning and development? share key messages about learning?</i></p>		

<p>7. Tracking Progress:</p> <p>How is progress tracked? What assessment records do you keep? Do staff use assessments to identify clear next steps in learning? How is this information used?</p> <p>https://thehub.walthamforest.gov.uk/policy/early-years/teaching-learning/oap/tracking</p>		
<p>8. How do you ensure assessment is precise, sharply focussed and is used to secure appropriate interventions? Is cohort tracking established and analysed?</p> <ul style="list-style-type: none"> <i>How do you ensure these accurately reflect the children's abilities?</i> <i>Do staff have a good understanding of child development?</i> <p><i>Useful link Education Endowment Foundation information about the most effective strategies for improving outcomes for EYPP</i> https://educationendowmentfoundation.org.uk/</p>		

<p>9.What has been the impact for those individual children?</p> <ul style="list-style-type: none"> • <i>Do you have evidence of the impact of the intervention/spend? (provision map, simple evaluation, spread sheet for finance, case studies?)</i> <p><i>LBWF Provision Mapping: https://thehub.walthamforest.gov.uk/policy/early-years/teaching-learning/leadership/eypp</i></p> <ul style="list-style-type: none"> • <i>What is going well/could be better?</i> • <i>Who is responsible for improving outcomes?</i> • <i>How are the gaps narrowing for all children including LAC, Children adopted from care and service children?</i> • <i>Are there any barriers? If so what are they?</i> • <i>How are the individual barriers to learning targeted?</i> <ul style="list-style-type: none"> - <i>Evidence may be seen within Wellbeing and involvement levels, individual and/or cohort tracker, learning journey, portage developmental profile, EAL tool, Strengths and difficulties questionnaire (LAC), parent voice, child voice, staff voice.</i> • <i>Do you complete case studies to evidence the impact of your interventions?</i> <p><i>Inclusion equality and diversity in the EYFS:</i></p> <p>https://thehub.walthamforest.gov.uk/policy/early-years/equal-opportunities-send/send</p> <p><i>Early Education:</i></p> <p>https://www.early-education.org.uk/measuring-impact-eypp-funding</p>		