

What is Early Years Pupil Premium? How should it be used?

The Early Years Pupil Premium (EYPP) aims to improve outcomes for disadvantaged children from 9 months upwards (15 hours). In 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 should not be a barrier to their achievement and wellbeing in the early years. Early years settings can use this increased funding to support children's development. Solihull settings also receive a deprivation supplement which is linked to EYPP.

The early years aims to give children the best start for their future.

Settings should use EYPP alongside any other funding streams or support to deliver interventions that improve outcomes for disadvantaged children. We know that the learning gap between disadvantaged children and their peers is already over 4 months, by the end of the Early Years Foundation Stage (EYFS).

Early years settings should ensure EYPP funding is used to reduce this gap and improve educational outcomes for disadvantaged children. Focused spending on activities, staff training and resources should specifically impact educational outcomes for disadvantaged children. They should plan EYPP spending based on consideration of well-evidenced approaches. This may be professional development for staff, which could help all children while providing the greatest benefit to disadvantaged children. Early intervention is crucial to ensuring every child gets an equal start.

Develop quality practice.

High-quality education and care are important for all children, but the benefits for disadvantaged children are greater. When deciding which professional development is most appropriate for a specific setting, it is important to prioritise evidence-informed approaches.

Settings could use EYPP to:

- introduce a professional development programme (such as Makaton, Dingley's Promise / NASEN training or DfE help for early years providers)
- purchase evidence-informed professional development.
- design and deliver training (using the Education Endowment Foundation evidence store)

"Professional Development opportunities enhance and consolidate staff's knowledge and skills"

(Ofsted – All quotes are from previous inspection reports)

Some disadvantaged children will need more targeted support and teaching to ensure they make strong progress. As educators develop strategies that are positive for those who need extra support, they also develop practices that are positive for every child.

For example, settings could use EYPP to:

- give release time to consider your assessment approach and assessment tool or sign up to download a free multilingual assessment here <https://www.bell-foundation.org.uk/resources/detail/assessment-framework-eyfs/> if your target children are multi-lingual
- offer personalised support to disadvantaged children (see https://assets.publishing.service.gov.uk/media/5f92eb9dd3bf7f35e85fe7f9/SECYP_2019_follow_up_report.pdf pages 31 to 33 and p61 to p68)

“Leaders and staff have ensured that children receive personalised support that meets their individual needs” (Ofsted)

Lead, plan and sustain a strategy.

Leadership is key to planning and sustaining a strategy that narrows the learning gap. Spending EYPP effectively is not a one-off event. It is an ongoing process that can adapt and respond to both context and the strengths and needs of socio-economically disadvantaged children.

For example, settings could use EYPP to:

- access support (such as from the Solihull speech and language early years team)
- take time to plan, monitor and sustain their strategy (see <https://educationendowmentfoundation.org.uk/early-years/pupil-premium>)
- work with other settings.

“The school (or setting) is working to ensure that there is a clear strategy and overview of this area” (Ofsted)

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

- Continue to develop quality practice to deliver the greatest benefits for disadvantaged children (use development matters and Ofsted’s toolkit to evaluate your practice)
- Consider the areas of strengths and needs of each child.
- Make and embed changes to practice, so that your EYPP funding continues to help disadvantaged children in the future. How do you know it has been effective? [research report outlines how settings have done this - https://assets.publishing.service.gov.uk/media/5f92eb9dd3bf7f35e85fe7f9/SECYP_2019_follow_up_report.pdf)

“All children make good progress, including children from disadvantaged backgrounds and those with special educational needs and/or disabilities” (Ofsted)

“Funding is spent appropriately to meet the developmental needs of those children from disadvantaged backgrounds” (Ofsted)

Here are some ideas of how you might spend the EYPP funding. It is important to think about which options are most relevant for your children and your setting. EYPP needs to be spent to meet the individual needs of your children, their families and you are setting. You will need to refine the justification so that it fits your context. This list is not exhaustive...

Transition focus

If your children who are eligible for EYPP are moving onto their next stage, it may be sensible to have a transition focus. This could be for internal transitions as well as external.

External transitions

- ***Taking photographs of the new environments and key adults, children will be moving onto*** – This will allow the children to be prepared for the next phase as they will be able to talk with their key person, other children or their parents about what to expect using the pictures (or video).
- ***Having examples of the uniform*** – This will allow children to develop a sense of belonging to the next setting. It is part of the ‘taking hold’ element of transition. It may be useful for children who find the idea of moving on difficult.
- ***Social event*** – families can be buddied with other families who are transferring to the next setting, so they feel well supported. The staff of your feeder schools could be invited so that parents and children can be seen in a familiar environment for them.
- ***Extra visits with the key person*** – sometimes a child needs more visits than are offered for most children. The key person might also go with parents if they are feeling anxious about the move, so they have a familiar face. Discussions can then be had based on the first-hand experience of the child, family, and key person.

“She supports children's transitions to school, sharing information with teachers and facilitating visits” (Ofsted)

Internal transitions

- ***Home visits*** – These can be useful for developing relationships with families and to get an understanding of the home life of the child. It can really help with the settling process as the child will have seen their key person and another staff member, interacting with their family in their own surroundings.
- ***Some of the same core books*** – This will provide some commonality between the old environment and the new one. To have some items that are familiar.

“Children are prepared well for the transition to Year 1” (Ofsted)

- **Parent partnerships** – more opportunities to talk with parents to support transitions. Further information about transitions in schools can be found here <https://spcv.org.uk/resources/>
- <https://educationendowmentfoundation.org.uk/early-years/nurturing-self-regulation> (How to empower parents to support children's self-regulation skills)
- <https://dingley.org.uk/dingleys-promise-training/comic-relief/> -for example conversations with families and transitions

Early language focus

There are many strategies that EYPP funding could be spent on which will impact on the early language development of the children. These are just some suggestions but are not exhaustive.

- **Video cameras** – These could be used in a range of ways to impact on practice. Interactions between staff and children can be recorded and then analysed to ensure children are having quality interactions in as many situations as possible. Children's speech could be recorded either in a formal way or else could be set up in specific areas of continuous provision. Transcripts or audio files could be kept as evidence of impact. Clips could be shared with parents with discussions which focus on the learning. It is good to reinforce and practice the strategies parents use to support communication. This may make it more informative for the parent. You could ask parents to share recordings from home. <https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/supporting-childrens-early-communication-skills/>
- **Loan libraries** – If you already have a book borrowing scheme this could be extended so that equipment or games go home. The case study on [Play to Learn Library | Positive Relationships | Teach Early Years](#), is an example of this. Further extension could be to provide the ingredients for recipes or playdough etc. These borrowing schemes need to have support built in in a range of formats from oral to visual and written. We need to remember that what is completely obvious to us is not always obvious to others.
- **Displays and leaflets** – These could focus on the development of language so that families know what to expect when and the importance of their role. It could include ideas for them at home. Leaflets will be able to be shared as and when the need arises. See [Five to thrive in Solihull](#)
- **Training** – There is a list of [Solihull SLCN](#) training recommendations on solgrid/eyc for suggested speech, language and communication needs training that is available. <https://www.solgrid.org.uk/eyc/resources/learning-and-development/>
- **Accreditation schemes or programmes** – These may involve an "outside eye" observing over your practice and developments identified from analysis of data collected. Why not buddy up with another setting to complete the free audits-

- <https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/creating-a-communication-supportive-environment-early-years/> and
- <https://educationendowmentfoundation.org.uk/early-years/evidence-store> -communication and language and personal, social and emotional development for example approach in action here
- <https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-modelling-language> or the prompts here –
- <https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills> for waiting.
- **Resources which require co-operation and are open-ended** – It may be useful to audit your resources and see how many are “closed” and how many are “open-ended.” In addition, areas of continuous provision could be audited to ensure language opportunities are maximised for example if there are buckets in the sand area are they of differing sizes, colours, and materials so that children can show what they know e.g. “I want the big shiny bucket to make my castle with.”

“Staff teach signing alongside speech” (Ofsted)

“She has a good knowledge of the steps to take to help children with special educational needs and/or disabilities, including running intervention programmes for children that require speech and language support” (Ofsted)

Supporting parents

Parents can be supported in a range of ways and these need to be tailored to meet the needs of each parent. This may offer a good opportunity for partnership working.

- **Parenting programmes** – It may be possible to signpost parents to courses which are running in [Solihull](#) or [Family Hubs](#). There is free support through [Solihull Approach in our place](#)..
- **Providing information** – This could be in a range of formats such as leaflets, video footage, pictures, diagrams which can be found at BBC tiny happy - people. <https://www.bbc.co.uk/tiny-happy-people> . Discussions with the key person can also be a useful source of information for parents. The key person could also go with the family to meetings etc. which relate to the child. There is a range of support available through health visitors- <https://linktr.ee/healthvisittingsolihull> and <https://childrenscommunitytherapies.uhb.nhs.uk/specialist-assessment-service/resources-and-information-for-children-young-people-and-families/>

“The childminder recognises the importance of supporting parents to develop their children's learning at home” (Ofsted)

“The school plays an active part in supporting parents and carers and the wider community” (Ofsted)

Attendance

Possible strategies for improving attendance.

- sharing the journey with another parent
- setting could collect.
- setting could liaise with school if there are other siblings.
- share the reasons why it is important to have regular attendance.
- talk through challenges of regular attendance with key person. The parent could be encouraged to find solutions for themselves.
- attendance could be monitored on a regular basis.
- non-attendance could be followed up quickly as it occurs.

“It is extremely proactive in supporting parents if pupils’ attendance falls below its high expectations” (Ofsted)

“The school has been working hard with families to improve attendance and ensure that pupils are in school on time” (Ofsted)

There is a vast array of other ways you could spend your EYPP. The idea of this page is to provide you with some ideas to meet your children’s, their family’s and your setting’s requirements.

What would best support a child’s development and learning based on their life experiences and needs? Ofsted is responsible for monitoring the impact of the funding. If a child is looked after, then the looked after children service from the child’s local authority will talk about EYPP spend as part of the personal education plan review.