EYPP is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4 year olds. This aims to close the achievement gap between disadvantaged children and the rest so that all children are supported to enter school with the skills they need to be a successful learner.

Guide to EYPP process

48 hours after you have submitted your head count you will be able to go into your headcount submission and see which children are eligible for EYPP. Each child will have a Y or N in the EYPP result column. This is for children who meet the income related criteria only. Children who are applying on additional criteria ie Child Looked After, Adopted, Special Guardianship Order this will be confirmed within three weeks of headcount closing.

Share with the parents/carers that their child is eligible for EYPP.

Plan the individual child’s support by:

- Reviewing the child’s assessment information to identify any particular gaps in learning and development, considering where there may be significant delay. Use children’s needs, next steps and interests when planning interventions

- Tuning in to the needs, customs, habits and beliefs of families involved and use this knowledge when planning interventions – think about how you can capture the voice of the child and their family

- Making use of outside agencies/other partners if this is relevant for the child/family. This could mean signposting to other services, attending alongside individuals or actually funding sessions/interventions

Only include in the intervention plan what you will do that is over and above what you would deliver as part of everyday practice. Record this using the HfL ‘EYPP intervention planning template and guidance’. Some possible intervention strategies are listed below*.

Recognise that there is always a need for staff development and training – this must be correctly identified and acted upon in a timely way.

Decide who the best person is to support the intervention. This may be a staff member, such as the key person or a supporting professional.

Give specific details in all aspects of the planning; aims, targets, actions, by whom, costing.

Always fully involve parents/carers in intervention strategies.

Start the intervention strategies promptly.
Periodically evaluate your planned support and record the outcomes. This can be done using the ‘HfL termly evaluation template’.

*Possible strategies*

- Staff training
- One to one interventions with a specific target
- Small/Nurture groups
- Outings and enrichment experiences
- Recognised interventions – wellcomm, ican resources
- Professional library of materials to support staff knowledge and understanding of particular issues
- Parent workshops or a focus on parental engagement
- Partnership working with another setting to share cost and resources
- Resources with an identified purpose

You might use one of these strategies or as a team you may decide on something else, this will depend on the needs of the child and their family.

Remember that resources alone do not ensure effective intervention and impact. Use tried and tested resources and strategies wherever possible to increase the likelihood of rapid progress.

Make use of local networks and training to share ideas for using EYPP.

Be prepared to explain all detail on the action plan to an Ofsted inspector. For example; why you put in place the interventions you did, why you spent the money in the way you did, how the child progressed and what the impact has been.