



Department
for Education

Consultation Response Form

**Consultation closing date: 22 August 2014
Your comments must reach us by that date**

**Early years pupil premium and funding
for two-year-olds**

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the department.

The department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

| | |
|---|--------------------------|
| Please tick if you want us to keep your response confidential. | <input type="checkbox"/> |
| Reason for confidentiality: | |
| | |

| | |
|---|-------------------------------------|
| Name: Dr Steven Toole | |
| Please tick if you are responding on behalf of your organisation. | <input checked="" type="checkbox"/> |
| Name of Organisation (if applicable): 4Children | |
| Address: City Reach, 5 Greenwich View Place, London, E14 9NN | |

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the department's ['Contact Us'](#) page.

What best describes you as a respondent?

| | | |
|---|---|--|
| <input type="checkbox"/> Nurseries, including school nurseries | <input type="checkbox"/> Primary Schools | <input type="checkbox"/> Children Centres |
| <input type="checkbox"/> Maintained nursery schools | <input type="checkbox"/> Independent nursery schools | <input type="checkbox"/> Childminder |
| <input type="checkbox"/> Private/voluntary provider full day care | <input type="checkbox"/> Childcare or early years organisations | <input type="checkbox"/> Local authorities |
| <input type="checkbox"/> Representative bodies | <input type="checkbox"/> Parent/carer | <input checked="" type="checkbox"/> Other |

Please Specify: National Charity

1 Do you agree that children from low income families; children in care; or children adopted from care should be eligible for the EYPP?

| | | |
|--|--|---|
| <input checked="" type="checkbox"/> Strongly agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Neither agree nor disagree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly disagree | |

Comments:

4Children has long supported the principle of extending the Pupil Premium with a new “Early Years Pupil Premium” (EYPP) to support young children in the early years. 4Children has consistently said that the approach would play a powerful role in ensuring that children are well prepared for school and will narrow the gap for disadvantaged children. The Ofsted assessment “The Pupil Premium: how schools are spending the funding successfully to maximise achievement” (February 2013) found that a growing number of schools are effectively using their Pupil Premium funding to raise achievement levels among poorer pupils.

We were pleased to welcome the proposal when it was first announced in this year’s (March 2014) Budget. We support the eligibility criteria that are being proposed for aligning with the Pupil Premium for older children and benefiting: low income families; children in care; or children adopted from care. This will help

improve children's outcomes and narrow the gap between the most and least advantaged children.

Once the EYPP is established, we believe the next step must be for the sector to demonstrate its effective use and make the case for increased investment in the premium over the next Parliament, so that it at least mirrors the funding allocated to older children, on the basis that early intervention is a more effective use of funds.

2 Do you agree that providers should ask parents for their National Insurance Number and date of birth, so that local authorities should check eligibility for the EYPP using the Eligibility Checking Service?

Yes

No

Not Sure

Comments:

Yes, this is how the Pupil Premium works at school age, and providers already ask for details and collect information – including National Insurance, for instance, to gain proof of a child's age when claiming a funded entitlement

3 Do you agree that if transitional arrangements are necessary for a short time then a paper-check system is the best way of determining eligibility?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Comments:

Yes a paper-check system should be put in place as a short term arrangement in order to ensure there is no delay in funding being allocated to eligible children. We know, as the consultation states, that paperwork is already collected from parents, for instance, in order to gain proof of a child's age.

4 Do you support an October 2015 census count in order to make an in year adjustment to EYPP allocations?

Yes

No

Not Sure

Comments:

Yes, in order to ensure that all local authorities have the most accurate amount of funding. This will ensure all of the money being allocated to providers is coming from the new funding stream and not existing local authority budgets.

5 Do you agree that providers should determine how to use the Early Years Pupil Premium to support their disadvantaged children?

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Comments:

Yes. Providers will be from different types of provision, be set-up in different ways, and have children attending who have differing needs. Providers need the flexibility to use the funding in the best possible way for their setting and the children they are working with at any one moment in time.

There does however need to be a clear – and nationally consistent - framework against which the impact of the EYPP can be measured by Ofsted, and/or by other means. This is so providers can be held to account on their ability to demonstrate the effective use of the EYPP to improve outcomes.

4Children believe that the focus of the EYPP, and hence this framework, should be on preparing children for school in its broadest sense. The rationale for supporting school readiness is that we know through our work in Children's Centres that children from disadvantaged families often have significant delay in personal, social and emotional development and communication, language and literacy. Often these children struggle to develop their cognitive skills as well as a sense of self-regulation, belonging and well-being. Preparing children for school must be seen not only in terms of educational attainment, it must take account all of the Early Years Foundation Stage (EYFS) prime and specific areas of learning and development. We would argue that of these, the three prime areas should be the focus of the EYPP, namely:

- (a) Personal, Social and Emotional Development to build resilience and self-regulation;
- (b) Communication and Language as it is vital that 3 and 4 year olds have a secure vocabulary base as vocabulary is one of the predictors for attainment in the later school years; and
- (c) Physical Development: including mental health

Within this, we would suggest that this focus should be applied across all registered providers of the Early Years Foundation Stage (EYFS), which would include nurseries and Children's Centres, to support activities to support early education – learning and development which are needs based for the children eligible for the EYPP, including the following:

- Support to undertake the base-lining of children and the production of comparative information on differential cohorts
- The development and delivery of high quality educational programmes directed to the needs of the individual child
- Training and systems to support monitoring the journey of the child and adapting educational programmes according to need, including the following resources:
 - Equipment
 - Staff including EYP specialists
 - Development of systems and tools to assist

- Parenting courses
- Supporting parents with additional education needs
- Supporting parents to become the child's first educator
- Providing special speech, language and communication skills for parents and children where appropriate
- Developing awareness and confidence in children and parents

6 Do you think that in the longer term there should be a more explicit expectation that providers receiving the EYPP should be a part of proven quality improvement arrangements?

| | | |
|--|--|---|
| <input checked="" type="checkbox"/> Strongly agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Neither agree nor disagree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly disagree | |

Comments:

Evidence shows that high quality provision during the foundation years has a lasting impact on children's outcomes, future learning and life chances. If providers are not high quality then there should be measures/strategies put in place for quality improvement. This could be specifically required of those receiving EYPP.

However, the principle of improving quality should be universal and not solely restricted to those settings who receive EYPP. Why this additional requirement would be placed on those receiving EYPP would need to be clearly articulated. We believe therefore that resources should be used to improve and maintain high quality learning and development universally.

7 Do you agree that we should retain a mandatory deprivation supplement, in addition to the EYPP?

| | | |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
|---|-----------------------------|-----------------------------------|

Comments:

We agree that this should continue. The unique principle of the EYPP is that the money 'follows the child' not the provider, whereas the deprivation supplement has a very different role, allowing the local authority flexibility in how they allocate early years funding according to specific local circumstance (e.g. rural vs. urban).

8 Do you agree that DfE should ask Ofsted to consider these arrangements in its inspection framework?

| | | |
|--|--|---|
| <input checked="" type="checkbox"/> Strongly agree | <input type="checkbox"/> Agree | <input type="checkbox"/> Neither agree nor disagree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Strongly disagree | |

Comments:

Yes, it is essential that providers are able to demonstrate to Ofsted the way in which they are using the EYPP and the impact that this is having on the outcomes of the children. This will allow Ofsted to hold providers to account and ensure all in receipt of the EYPP are using it to improve the outcomes of children and their own quality improvement arrangements.

Ofsted has been carrying out assessments of schools and publishing regular reports on the progress schools have made in using their pupil premium funding to raise achievement. This has also placed increasing weight on its scrutiny of the progress of disadvantaged pupils during its school inspections. Ofsted should utilise this same approach with Early Years.

9 What data and evidence do you think providers could use to demonstrate the impact of the EYPP?

Comments:

We believe it is important that a national framework is developed to provide consistency of measure for providers, against which Ofsted can benchmark, that recognising that different approaches will work better in different settings.

We are also supportive of the principle of a reception baseline for children upon entry to school, to help the early identification of need, and a sensible approach would be to provide a baseline and continuity of data collection for children as they transition from the early years to school, particularly where they transition from receiving the EYPP to the full Pupil Premium.

The types of evidence which could be collected would include individual child progress reports; case studies; case management systems, such as 'family outcome stars' or 'target wheels'; learning journeys and journals; parental feedback (questionnaires and calls/follow-up calls)

10 Do you have any suggestions of other ways to judge whether the EYPP is having the desired impact?

Comments:

Ofsted inspections and reports (such as already undertaken for the Pupil Premium)

And commissioned research (e.g. evaluation reports), including longitudinal studies of individual children.

The government also has a unique opportunity at this time to use the longitudinal study of early education currently underway (Study of Early Education and Development - SEED) to collect specific data on EYPP from a range of settings whose performance is already going to be closely monitored over the next few years.

11 Do you have comments on the long-term aspiration of improving data collection so that we can track children through their educational career?

Comments:

As we stated in answer to Question 9, evidence shows the importance of early education on improving outcomes later on in life and there should be a way of tracking children's progress from before they reach statutory school age. A sensible approach would be to provide a baseline and continuity of data collection for children as they transition from the early years to school, particularly where they transition from receiving the EYPP to the full Pupil Premium.

12 Do you agree with these proposals for supporting providers and disseminating good practice?

| | | | | | |
|-------------------------------------|----------------|--------------------------|-------------------|--------------------------|----------------------------|
| <input checked="" type="checkbox"/> | Strongly agree | <input type="checkbox"/> | Agree | <input type="checkbox"/> | Neither agree nor disagree |
| <input type="checkbox"/> | Disagree | <input type="checkbox"/> | Strongly disagree | | |

Comments:

We strongly agree that examples of good practice should be gathered to show the immediate/short term impact of the funding and also enable dissemination of good practice to other providers of how they can effectively use the EYPP. However, we do not believe that simply putting these case studies online on the Department for Education website will achieve the desired outcome, and more creative approaches will be needed to disseminate good practice, which we outline in more detail in answer to Question 14.

13 Are there particular examples of good practice in supporting disadvantaged children that early years providers should be aware of?

Comments:

Particular examples will be presented at a national conference on the Early Years Pupil Premium being organised by 4Children and taking place in London taking place on the 24 October 2014 (<http://4children.org.uk/Event/Detail/Getting-ready-for-the-Early-Years-Pupil-Premium>).

The event will be specifically aimed at helping early year's providers and Local Authorities understand the potential impact of the Early Years Pupil Premium, examine early data and good practice in improving children's outcomes.

14 How can we best disseminate good practice to all early years providers working with disadvantaged children?

Comments:

As well as the Department website, additional opportunities include developing materials and resources for distribution by the Children's Partnership (4Children and the National Children's Bureau's partnership as the Department for Education's VCSE sector strategic partner for 2013-15) through the Foundation Years website and newsletter. Social media and other press/media activities could also have a potential role. Information can also be cascaded through the strategic partnerships partner organisations and sector grant holders.

Early years events that take place throughout the year, such as Learn Explore and Debate (LED) events which 4Children runs each year across the country (the next series are in October 2014) as the Department for Education's Early Years and Childcare's strategic partner, will also have an important role to play. As outlined in answer to Question 13, 4Children are organising a national conference on the Early Years Pupil Premium in London taking place on the 24 October 2014 (www.4children.org.uk/Event/Detail/Getting-ready-for-the-Early-Years-Pupil-Premium) specifically aimed at helping early year's providers and Local Authorities to gain detailed information on this important new fund. The conference will bring together key leading experts in the world of early years, along with key senior figures offering an excellent opportunity to network, share learning and explore strategies and solutions.

15 Do you support the proposal to have two data collections to allocate funding for early learning for two-year-olds in 2015 to 2016?

Yes

No

Not Sure

Comments:

16 Do you support using the October count as the second participation funding count for 2015 to 2016?

| | | |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
|---|-----------------------------|-----------------------------------|

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

| | |
|---|---|
| Please acknowledge this reply. | X |
| Email address for acknowledgement: steven.toole@4Children.org.uk | |

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

| | |
|---|-----------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|---|-----------------------------|

All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The main consultation principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected

Completed responses should be sent to the address shown below by **22 August 2014**.

Send by post to:

Early years pupil premium team,
Sanctuary Buildings,
Great Smith Street,
London
SW1P 3BT

Send by email to: EYPP.consultation@education.gsi.gov.uk

If you have any comments on how DfE consultations are conducted, please contact Aileen Shaw, DfE Consultation co-ordinator,
tel: 0370 000 2288
email: aileen.shaw@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.