



Llywodraeth Cymru
Welsh Government

Early Years Pupil Deprivation Grant

Guidance for regional consortia, local authorities, schools, nurseries, playgroups and childminders

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Guidance

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Early Years Pupil Deprivation Grant – Guidance for regional consortia, local authorities, schools, nurseries, playgroups and childminders

Audience	Regional consortia, local authorities, schools, nurseries, playgroups and childminders.
Overview	This guidance informs effective use of the Early Years Pupil Deprivation Grant.
Action required	None – for information only.
Further information	Enquiries about this document should be directed to: Deprivation and Engagement Branch Support for Learners Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ e-mail: DeprivationandEngagement@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at www.gov.wales/educationandskills
Related documents	<i>Rewriting the future: Raising ambition and attainment in Welsh schools</i> (Welsh Government, 2014); <i>Pupil Deprivation Grant: Essential guidance</i> (Welsh Government, 2015); <i>Building a Brighter Future: Early Years and Childcare Plan</i> (Welsh Government, 2013); <i>Building Resilient Communities: Taking forward the Tackling Poverty Action Plan</i> (Welsh Government, 2013).



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Foreword

This document is part of a suite of materials that provide guidance on strategies to reduce the impact of deprivation on academic attainment. It sets out the funding arrangements for regional consortia, local authorities, schools and non-maintained settings in respect of the new Early Years Pupil Deprivation Grant (EYPDG) for three and four-year-olds.

It also sets out how the grant will be distributed to Foundation Phase funded early education providers and provides information to enable practitioners to plan how they will most effectively spend their allocation on sustainable interventions to improve the attainment of disadvantaged children.

This guidance is complementary to, and should be read alongside, Welsh Government Guidance Document No: 162/2015 issued in March 2015 entitled *Pupil Deprivation Grant: Essential guidance*.

Further guidance giving Foundation Phase funded early education providers practical advice on how to use their EYPDG for three and four-year-olds to best effect will be issued on the Learning Wales website. Early years education providers will be notified by announcements in the Welsh Government's e-Newsletter, Dysg.

Section 1: Purpose of the EYPDG

Building a Brighter Future: Early Years and Childcare Plan (2013) sets out the Welsh Government's commitment and agreed course of actions to improve our early years and childcare provision over the next 10 years. This supports our drive to tackle poverty and inequality as set out in our Tackling Poverty Action Plan, Strategic Equality Plan and *Rewriting the future: Raising ambition and attainment in Welsh schools* (2014).

Building a Brighter Future highlights the fact that the majority of the gap between the attainment of children from advantaged and disadvantaged families is determined early in childhood. Research demonstrates the potential long-term benefits of investment in early education and childcare for every child, but particularly for those who are disadvantaged¹. Beyond the home environment, evidence has shown that high-quality early education and childcare is one of the most effective early intervention strategies to enhance a child's developmental outcomes, in particular language and cognitive development.

Rewriting the future sets out that no child in Wales should be disadvantaged by poverty and inequality. It supports *Building a Brighter Future* in highlighting the importance of early intervention and the high returns that can be achieved by investment in programmes that target the earliest years.

The Pupil Deprivation Grant (PDG) was established in 2012 to improve outcomes for learners eligible for free school meals (eFSM) and looked after children (LAC). The PDG is paid to schools for each eFSM learner aged 5 to 15 and to regional consortia for each LAC learner aged 4 to 15.

The EYPDG extends eligibility to three and four-year-olds in funded Foundation Phase education in 2015–16 and 2016–17.

EYPDG funding should be used to make a lasting impact on outcomes for disadvantaged learners. Regional consortia are responsible for ensuring that the grant is used for the purposes for which it is intended.

As with the PDG, the aim of the EYPDG is to accelerate the rate of attainment of children of **all abilities from low income households** to help them reach their potential.

¹ Heckman, J (2008) *Return on Investment: Costs vs. Benefits* University of Chicago

Section 2: EYPDG eligibility

Early education providers will receive an allocation of £300 per eligible learner. To be eligible, learners must be receiving Foundation Phase early education for a minimum of 10 hours per week in an approved setting. Where a learner receives education in more than one setting the setting which is funded for the 10 hours of Foundation Phase entitlement will receive the grant.

For the EYPDG to be effective, it is essential that it is used to support the right children.

The grant will be allocated to schools in the **maintained sector** on the basis of the number of three and four-year-olds in the Foundation Phase multiplied by the proportion of five-year-olds who are eligible for free school meals (eFSM) in that school. For nursery schools with no five-year-olds the eFSM average for the feeder primary school(s) will be applied. Grant will be paid via regional consortia but must be delegated to schools and nursery schools at a rate of 100 per cent.

For settings in the **non-maintained sector**, local authorities (LAs) will be asked to provide the Welsh Government with the number of funded Foundation Phase learners in non-maintained settings in their area. Welsh Government will fund on the basis of the number of funded Foundation Phase learners in non-maintained settings multiplied by the overall level of free school meals eligibility for five-year-olds in the local authority.

Grant will be paid via regional consortia who will be expected to work with the local authorities and their Foundation Phase advisory teachers to direct funding to non-maintained settings based on local intelligence and a needs assessment undertaken by Foundation Phase advisory teachers.

Section 3: Eligible uses for the EYPDG

The PDG and the EYPDG makes possible targeted interventions to help our disadvantaged children and through helping them, help all children do better.

Section 3 of *Rewriting the future* sets out what needs to be done to help overcome the impact of poverty in the early years. *Pupil Deprivation Grant: Essential guidance* (Welsh Government, 2015) sets out how to use the PDG in schools. Many of the approaches recommended for use in schools can be adapted for use with younger children bearing in mind their potentially different developmental needs.

Two major 'quality' factors that stand out as important for disadvantaged children, across all age groups are:

- maximising the quality of teaching in the setting/classroom
- maximising the quality of settings/schools.

Examples of how the EYPDG funding could be used to maximise the quality of teaching include using the funding to:

- spread practice on teacher-directed activities and the use of 'pupil voice', so that effective pedagogy is used by all staff
- use staff, particularly teaching assistants, in the most effective way and undertake staff development to support this. Ensure this frees up more experienced and effective teachers to work with more needy children
- train and support staff on the importance and role of family engagement
- work collaboratively with other schools and settings
- undertake monitoring and evaluation, including approaches to the idea of children being 'school ready' by the time they enter nursery.

Other examples of how school-based approaches might be suitably adapted to meet the needs of this younger age group include making home links to encourage activities to support early language and numeracy skills, or developing children's independence skills; self-regulation; toileting; dressing; healthy eating; developing partnerships with parents/carers, families and communities.

Early language development

The most significant factor in the early years is a child's environment, particularly the amount and quality of 'talk' children experience with their parents/carers, families, peers and early years practitioners. It is well known that a variety of factors affect early speech, language and communication development. Research has shown that both environmental and genetic factors have an impact on a child's language and communication development². It is essential that parents/carers and early years practitioners work together to ensure best outcomes for children.

² Higgins et al. (2014) *The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit* Education Endowment Foundation

The Welsh Government's Flying Start early language guidance (published in 2015) outlines types of early language support that children and their families will receive in Flying Start. A percentage of children will continue to have additional needs, particularly speech, language and communication needs as they transition from Flying Start to Foundation Phase. This guidance will also provide information about evidence-based interventions for children that have continuing speech, language and communication needs and ways to support transition into Foundation Phase. A useful website *What Works?* is designed primarily for practitioners to identify evidence-based interventions for children with speech, language and communication needs (see the 'Additional resources' section).

Language and play is one of a number of universal programmes to facilitate early language development with the aim that 'all young children are prepared for learning when they begin school'. Language and play aims to give parents/carers information on talking and listening with their young children and encourages parents/carers to share books, stories and rhymes and should be promoted as a positive intervention. The programme is structured around the following themes.

- The importance of talk.
- Everyday routines.
- Out and about.
- Sharing books and stories.
- Songs and rhymes.
- Early writing.

Parenting support

Family environments which include factors associated with good parenting are a protective feature for children growing up in disadvantaged neighbourhoods. Sensitive, available and consistent parenting has been shown to promote resilience in children living in poverty. There is also a huge body of evidence showing that parental engagement and 'at-home good parenting' has a positive impact on a child's learning and outcomes at school, mediating the negative consequences of low income.

... parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation ... The scale of the impact is evident across all social classes and all ethnic groups.

Desforges and Abouchar (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review* (page 4) Department for Education and Skills

The Sutton Trust, who campaign to improve social mobility, has also identified secure attachment, positive parenting and the home environment as key factors in promoting educational success.

Appendix B of the Welsh Government's guidance *Parenting in Wales: Guidance on Engagement and Support* (see the 'Additional resources' section) provides information about age appropriate evidence-based interventions to promote 'good parenting' and school readiness. A rating for the evidence base underpinning these programmes is also provided. Section 7.3 of the guidance provides information on barriers to engagement and tips and strategies for overcoming them to increase parental engagement. Section 8 provides advice and tips for working with groups of parents/carers who may have particular needs. These include minority ethnic parents/carers; young parents/carers; fathers; disabled parents/carers; foster and kinship carers; families with a parent/carer in prison; parents/carers with mental health needs and parents/carers affected by domestic abuse.

Transitional arrangements

Schools and settings will benefit from having effective transitional arrangements in place to support children aged three and four as they move from home, childcare and Flying Start into the Foundation Phase. Heads of Foundation Phase within local authorities have said that where transitions are well managed children settle in more readily. Estyn advocates effective transitions from one stage of learning to the next to support a child's continuous development, and help to reduce the likelihood of regression. The way that Flying Start settings, pre-school and childcare providers, schools and the professionals within those setting work together is critical.

The Welsh Government guidance *Flying Start – Transition Guidance* outlines our expectations in relation to a number of transition points, including that from Flying Start to Foundation Phase. The guidance has been written to support those working with children and families receiving Flying Start services and who have a responsibility for planning and managing transitional stages. It also provides a useful resource for all early years practitioners, detailing how information should be shared and how children and parents/carers should be supported through the transition process.

The EYPDG will aid continuity at ages three and four, between the additional support provided to Flying Start children who attend free childcare (which is based on Foundation Phase pedagogy) at age two, and the additional support provided in schools through the school age PDG.

Whole-school/setting initiatives

As with the PDG, the EYPDG may be used as part of whole-setting/school initiatives that will particularly benefit disadvantaged young learners, for example, to introduce, extend or link with effective tracking systems that identify individual needs and then put in place solutions to address these. However, providers should ensure that those whole-setting/school initiatives are appropriate to the individual development needs of three and four-year-olds which may be very different to those of older children.

Non-maintained settings

The advisory teachers will work with approved non-maintained settings to agree how the funding should be used. The advisory teachers and the non-maintained setting should also make links to the feeder schools to identify opportunities for schools and non-maintained settings to work together to make the best possible use of the EYPDG.

Regional consortia and local authorities should strongly encourage the pooling of EYPDG funding where this would mean it would be used most effectively; particularly for settings with small allocations, for example, to purchase in-service professional development, such as access to speech therapists.

Section 4: Effective practice

The Education Endowment Foundation has produced an Early Years Toolkit which will help practitioners to use the EYPDG effectively to support disadvantaged young learners (see the 'Additional resources' section).

Guidance for the Early Years PDG *What really works for the early years?*, intended to give Foundation Phase funded early education providers practical advice on how to use their EYPDG for three and four-year-olds to best effect, will be issued in due course.

Section 5: Accountability

Appropriate accountability structures are critical but must be proportionate and add value rather than absorb valuable resources. Early education providers do not need to have a separate EYPDG spending plan but should set out within their overall planning documentation how they will use the EYPDG, the outcomes they expect to achieve as a result of the investment and how its impact can be tracked and monitored.

Regional consortia will be responsible for ensuring that the EYPDG funding is distributed appropriately, that effective use is made of all resources, and that all providers are using the funding in accordance with the agreed purposes.

Regional consortia and local authority Foundation Phase advisory teachers will be expected to support early years educators to plan effectively, making sure that plans set out clear ambitions for the use of EYPDG to improve outcomes for children from deprived backgrounds.

Estyn school inspections report on the attainment and progress of disadvantaged learners who attract the PDG. In future years, this will also include the early years element of the PDG.

As part of its inspection regime, Estyn assesses how well schools and settings support vulnerable groups of learners, such as those from disadvantaged backgrounds, and how they make use of resources such as the PDG. Further accountability will be achieved through an independent evaluation of the EYPDG.

Additional resources

The following documents provide information which might help identify the most appropriate ways of supporting your disadvantaged learners to progress and improve their attainment.

A review of practice in the implementation of the early language development support element within Flying Start

(Welsh Government, 2014)

www.gov.wales/statistics-and-research/review-practice-implementation-early-language-development-support-element-within-flying-start/?lang=en

Communities, Families and Schools Together: A route to reducing the impact of poverty on educational achievement in schools across Wales

(David Egan, Save the Children Fund, 2012)

www.savethechildren.org.uk/sites/default/files/images/Communities-families-and-schools-together-report.pdf

Early Years Toolkit

(Education Endowment Foundation, 2015)

www.educationendowmentfoundation.org.uk/toolkit/early-years/

Family and Community Engagement: FACE the Challenge together practical guidance for schools on engaging families and communities in children's learning

(Welsh Government, to be published in 2015)

Flying Start: Transition Guidance

(Welsh Government, 2014)

www.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en

Good practice in parental involvement in primary schools

(Estyn, 2009)

[www.estyn.gov.uk/english/docViewer/178077.9/good-practice-in-parental-involvement-in-primary-schools-april-2009/?navmap=30,163,](http://www.estyn.gov.uk/english/docViewer/178077.9/good-practice-in-parental-involvement-in-primary-schools-april-2009/?navmap=30,163)

Guidance for using the Pupil Deprivation Grant: What really works?

(Welsh Government, 2014)

www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en

Making effective use of the Pupil Deprivation Grant: A resource for education, leaders and practitioners

(University of Wales, the Wales Centre for Equity in Education, Professor David Egan, Professor Danny Saunders, Lizzie Swaffield, 2014)

www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/equity-in-education/making_effective_use_of_PDG.pdf

Parenting in Wales: Guidance on engagement and support
(Welsh Government, 2014)

www.gov.wales/docs/dsjlg/publications/cyp/140910-parenting-in-wales-guidance-en.pdf

Supplementary guidance: inspecting the approaches taken by schools to reduce the impact of poverty on educational attainment

(Estyn, 2014)

www.estyn.gov.uk/english/inspection/supplementary-guidance/

Tackling deprivation and raising standards

(Estyn, 2014)

www.estyn.gov.uk/english/best-practice/tackling-deprivation-and-raising-standards/

Teaching and Learning Toolkit

(Education Endowment Foundation – for evidence-based interventions to use in your setting/school)

www.educationendowmentfoundation.org.uk/toolkit/

The Good News ... What schools in Wales are doing to reduce the impact of poverty on pupils' achievement

(University of Wales, the Wales Centre for Equity in Education, David Egan, Russell Grigg, Linda McConnon, Lizzie Swaffield, 2014)

www.cscjes.org.uk/getattachment/Knowledge-Bank/Closing-the-Gap/Good-News-What-schools-in-Wales-are-doing-to-reduce-the-effect-of-poverty-on-pupils-achievement.pdf.aspx;

What Works? website

(*What Works?* is designed primarily for practitioners to identify evidence-based interventions for children with speech, language, and communication needs.)

www.thecommunicationtrust.org.uk/whatworks