



Making the Most of
Funding for Every
Child in Early
Education:
**A Guide for Early
Education Providers**

A basic guide for Early Education providers about maximising impacts on individual children, tracking progress of all funded children and evidencing appropriate use of funding.

For all children receiving Early Education Funding (EEF)

You will need to provide every child receiving the EEF with high quality and inclusive provision, teaching and learning. This means planning differentiated activities / resources and adapting the environment to meet every child's needs. The internal moderation, and monitoring, of the assessments of children's learning and development should comply with the EYFS framework and be made against the Early Years Outcomes.

You should be aiming to Narrow the Development Gap by targeting the lowest achieving children. You should collect and monitor assessment data so that you can identify your lowest achieving children. You should use this data to target specific interventions and support so that these children make greater rates of progress than their peers. Children with SEND, at SEN Support level or with an EHC plan, may or may not be in within this target group. Implementing an Assess, Plan, Do, Review cycle for all children is fundamental EYFS practice and should be clearly evidenced for individuals with SEND.

Finally, ensure you prepare and support children for effective transitions into, across and out of their EY provision.

You must ensure compliance with statutory guidance and funding agreements with the Local Authority in respect of your setting's offer of early education, information provided to parents and administration and accounting of funding for audit purposes. This includes maintaining Parental Agreements/Contracts and managing attendance.

For eligible children receiving a Deprivation Supplement and Early Years Pupil Premium in addition to the basic EEF.

Eligible children need a number of additional provisions beyond the EEF. The first step is to identify the individual eligible children and to work out how to track them. Set up appropriate interventions for these children, along with a system for monitoring and analysing the impact of these interventions.

The interventions should provide the children with more opportunities for high quality first hand learning experiences. Providers should focus their additional support on helping children to develop their Prime Areas of Learning and their Characteristics of Effective Learning.

Examples of eligible expenditure include, but are not limited to, purchasing specialist skills or resources, providing or attending training, providing focussed additional staffing above minimum staffing ratios, providing additional hours free of charge (beyond the funded free entitlement) and, where appropriate, helping parents of vulnerable children to support their children's learning or providing a Free School Meal (FSM) or paid for meal (where appropriate).

As well as maintaining financial records for all funding received, for additional funding and supplements you must evidence appropriate spend at both child and setting levels for audit purposes. We strongly recommend that providers use the Deprivation Payments Monitoring Tool produced by the Local Authority.

For any child receiving Disabled Children's Access to Childcare Funding (DCATCH)

Children in receipt of DCATCH funding need a wide range of additional support structures. Providers are expected to enhance staffing to provide a higher ratio of high quality interactions, provide closely targeted work and evidence the child's support using a provision map. The specific individual needs of the child must be met through the Assess, Plan, Do, Review cycle and evidence of this must be recorded on a child by child basis. e.g Individual Learning and Development Plan.

Relevant staff members should attend two training sessions per year. They should also be available to attend meetings to help meet the child's individual needs and always seek out and act upon specialist advice and support.

Examples of eligible expenditure would include, but not be limited to, specialist equipment, enhanced training, whole team specialist training, delivery of a short programme to support individual needs (e.g. Social Circles, Let's Talk).

It is important you record the impact of DCATCH on each child. You must also record how the funding received was spent for audit purposes.

Quality Supplement

The Quality Supplement is paid to settings who can show they employ a Qualified Teacher, Early Years Professional, Early Years Teacher or Level 6 Graduate Leader with appropriate qualifications. This professional must work directly with the funded children for at least half the hours offered by the setting as free entitlement for eligible children, all of which must be recorded.

The Quality Supplement should be used to contribute to the incremental cost between the qualifying staff member/s and a Level 3 staff member. Any surplus funding should be spent on Continuous Professional Development of the setting's QTS/EYP/EYT/Level 6 graduate. CPD should then be cascaded down to the rest of the staff.

For audit purposes, it is crucial to record additional costs incurred by employing a graduate compared to a Level 3. This should include the record of training and appropriate cover costs.

When in receipt of additional funding or supplements alongside the funding for early education, providers should consider how they ensure, and support, the progress of disadvantaged children; and make effective use of the additional funding to implement strategies to raise the attainment of disadvantaged children.





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