Special Partnership Trust

EYFS PUPIL PREMIUM POLICY

Date Last Reviewed: October 2026

Review Date: October 2027

1. Introduction

The Early Years Pupil Premium (EYPP) is additional funding provided to early years providers to support disadvantaged children aged 9 months to 4 years. This policy outlines how our settings identify eligible children, allocates funding, and evaluates its impact.

2. Aims

- To close the attainment gap between disadvantaged children and their peers.
- To ensure high-quality early education for all children.
- To use EYPP funding effectively and transparently.

3. Eligibility

Children receiving funded early education entitlements may be eligible for EYPP if they meet the relevant eligibility criteria. EYPP is available for eligible children aged 9 months to 4 years accessing funded entitlement places, if they meet at least one of the following criteria:

- Their family receives qualifying benefits (e.g., Income Support, Universal Credit – see EY entitlement guidance for comprehensive list and details).
- They are currently or have previously been looked after by a local authority.
- They have been adopted from care or left care under a special guardianship or residence order.

Further information on eligibility is outlined in the operational guide for early years entitlement (Section 9). Early years entitlements: local authority funding operational guide 2026 to 2027 - GOV.UK

4. Funding Allocation

- The current (2026-2027) EYPP rate is approximately £1.15 per hour per eligible child, up to £655 per year.
- Funding is paid directly to the early years provider.

5. Use of Funding

Early years settings should ensure EYPP funding is used to improve educational outcomes for disadvantaged children by spending funds on:

- Supporting staff professional development.

- Providing targeted interventions for eligible children.
- Purchasing resources that enhance learning and development.

Schools should plan EYPP spending based on consideration of well-evidenced approaches such as professional development for staff, which may benefit all children while providing the greatest benefit to disadvantaged children.

Recommended approaches are set out in the EEF: Guide to the Early Years Pupil Premium. Early Years Pupil Premium | EEF

The EEF recommends a balanced approach to EYFS pupil premium strategy, which has three core considerations:

When you take a balanced approach to spending your Early Years Pupil Premium (EYPP), you can make sure that you are:

- Continuing to develop quality practice to deliver the greatest benefits for children from lower-income families.
- Considering the particular strengths and needs of each child.
- Making and embedding changes to practice, so that your EYPP funding continues to benefit children from lower-income families in the future.

As a Trust we follow five principles to ensure we obtain the best value for the EYPP funding:

1. Resources will be identified following effective observation/ baseline of pupils' engagement.
2. Identification of a priority area/s of need using assessment/ baseline outcomes (e.g. Early Years Prime area - Physical Development – fine gross motor equipment, EHCP area – Communication and Language – purchase of communication resources/specific staff training).
3. A meeting with parents/carers to further determine suitability of resources/provision planned to ensure suitability and best value.
4. A meeting with members of the multi-agency team who support the child to address any further recommendations (e.g. OT sensory assessment – sensory resources/specific staff training).
5. To use information received from any previous provider to secure the school are addressing any long term aims as identified within each pupil's EHCP.

Through adopting these five principles, we will ensure:

- Planned expenditure will positively impact upon pupils' outcomes
- All planned expenditure/resources will meet the engagement needs of the pupils
- High quality teaching and learning will meet personalized learning needs
- All pupils will make good progress form their identified starting point in the area/s of agreed focus
- EYPP funding will be used effectively and with transparency

Early years settings should spend EYPP funding in full within the academic year for which it has been allocated.

6. Monitoring and Evaluation

- The impact of EYPP spending will be reviewed termly.
- Progress of eligible children will be tracked and compared to peers.
- Adjustments to strategies will be made based on outcomes and evidence.

7. Accountability

- Providers must demonstrate how EYPP funding is used.
- Records of spending and impact will be maintained.
- Ofsted may review EYPP use during inspections.

An example monitoring template which can be used by Schools can be found in Appendix A of this policy.

8. Review of Policy

This policy will be reviewed annually or in response to changes in government guidance.

APPENDIX A:
Pupil Premium Early Years Strategy 2026–2027

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1. Setting Context

Setting name:	
Type of provision:	Special School EYFS
Number of pupils in EYFS:	
Number of pupils eligible for EYPP:	
Total EYPP funding:	£

Setting vision:

At [School Name], we are committed to ensuring every child, regardless of background or need, achieves their fullest potential through personalised teaching, therapeutic intervention, and meaningful communication.

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2. Identified Barriers to Learning

Barrier	Description
Communication and interaction difficulties	Many children have limited or no verbal communication and require specialist support (e.g., AAC, PECS, Makaton).
Social and emotional regulation	Some children find transitions or sensory environments challenging.
Cognitive development delays	Learning may be significantly below age-related expectations.
Limited home learning engagement	Families may need extra support understanding SEND strategies or accessing learning resources.

Health and attendance challenges	Medical or therapy appointments can reduce continuity of learning.

3. Intended Outcomes

Desired Outcome	Success Criteria
Improved functional communication	Increased use of AAC systems or expressive language progress (e.g., SCERTS, WellComm, MAPP).
Enhanced engagement and self-regulation	Higher Leuven well-being and involvement scores; fewer behavioural incidents.
Improved readiness to learn	Greater sustained attention and participation in structured learning.
Stronger family partnerships	Increased attendance at workshops and use of home-learning resources.
Narrowing of attainment gap	EYPP pupils make expected or better progress from their starting points.

4. Planned Expenditure 2025–2026

Priority Area	Actions / Interventions	Evidence / Rationale	Staff Lead	Cost	Expected Impact
Communication & Interaction	Employ SaLT/TA with ELKLAN training; small-group sessions using PECS or intensive interaction.	EEF: Early communication interventions show strong evidence of impact.	EYFS Lead / SaLT	**£**	Improved expressive and receptive communication
Social & Emotional Regulation	Daily sensory circuits; use of Zones of Regulation visuals; 1:1 key person support.	OT research supports sensory regulation for attention and readiness to learn.	Class Teacher / OT	**£**	Increased calm, focus, and engagement.
Home Learning & Parental Engagement	Parent workshops on communication and sensory strategies; visual home packs.	EEF: Family engagement linked to improved learning outcomes.	Family Liaison / EY Lead	**£**	Parents more confident supporting learning at home.
Staff CPD	Training in AAC, Makaton, sensory integration, and early communication.	Staff expertise directly improves quality of provision.	Deputy Head / EY Lead	**£**	Improved staff consistency and pupil communication support.

5. Review of 2025–2026 Impact (if applicable)

Key Priority	Impact	Lessons Learned
Communication development	80% of EYPP pupils improved by at least one stage in expressive communication.	Continue small-group SaLT approach; enhance parent involvement.
Sensory regulation	Increased engagement following sensory circuits and visual supports.	Embed sensory diets as part of daily routine.

6. Monitoring and Evaluation

- **Assessment tools:** e.g. Cherry Garden frameworks/ Evidence for Learning
- **Observation:** learning walks focus e.g. schematic play/ continuous provision/ communication approach
- **Review:** Termly pupil progress meetings
- **Parent voice:** Termly questionnaires and workshops
- **Governance:** Reviewed by local governing body.

Review dates:

- **Mid-year:** February 2027
- **Final review:** July 2027

7. Governance and Accountability

Role	Name	Responsibility
EYPP Lead		Oversees strategy and data
Senior Leader Responsible		Ensures implementation and monitoring
Link Governor		Provides challenge and accountability

Date strategy published:	
Date for next review:	

8. Evidence Base

- Education Endowment Foundation (EEF) *Early Years Toolkit*
- Ofsted: *Best practice in using Early Years Pupil Premium* *How we look at the use of Early Years Pupil Premium (EYPP) in our inspections of early years settings – Ofsted: early years*
- Department for Education (DfE): *Early Years Foundation Stage Profile Handbook*

✅ **This document should be reviewed annually** and published on the school's website in line with DfE guidance.

