**Evaluation of Use of EYPP**

**Setting:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:­­­­­­­­­­** \_\_\_\_\_\_\_\_\_\_\_\_

**Completed by (name & role):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| ***Quality criteria statements/provider characteristics*** | **RAG rating (see key below)** | **Comments** | **Next Steps** |
| --- | --- | --- | --- |
| **Whole staff understanding of EYPP & 2 yr old NEF***All staff know what EYPP/2 yr old NEF is and its purpose.*  |  |  |  |
| **Whole staff understanding of cohort***All staff know which children meet eligibility criteria for EYPP/2 yr old NEF, and how to check eligibility.* |  |  |  |
| **Policy and strategy***There is a clear policy and strategy for EYPP/2 yr NEF, with a clear definition between what we want to achieve and how we will do it.*  |  |  |  |
| **Buy-in***The EYPP policy and strategy are agreed by all senior management/all staff/trustees/governors/committee.* |  |  |  |
| **Communicating policy and strategy***The EYPP policy and strategy are shared with parents/carers.*  |  |  |  |
| **Leadership***There is a designated lead for EYPP (EYPP Champion) who has a clear overview of, and input into, how the funding is being allocated and the impact on children’s outcomes.**They are able to challenge and are supported by SLT and management.* |  |  |  |
| **Ethos***All staff have the highest expectations for the attainment of EYPP children, regardless of their personal circumstances. Our ambition is that (almost all) gaps can be closed and rates of progress for EYPP children significantly increased.* |  |  |  |
| **Staff training***All staff are trained to understand their role in raising the attainment and closing the gaps in learning and development for EYPP children.*  |  |  |  |
| **Moderation opportunities***We have robust child progress meetings in place where staff can discuss EYPP children, assessment and practice can be analysed and challenged.* |  |  |  |
| **Support needs identified***Areas of need are identified through knowledge of the local community, of our families, parental assessment and through our assessment data.*  |  |  |  |
| **Identifying possible barriers***We identify possible barriers to learning for EYPP children e.g. attendance patterns, Home Learning Environment, SEND, cultural capital etc. We then provide targeted support to address these barriers through contact with families.* |  |  |  |
| **Assess/Plan/Do/Review cycle***The assess/plan/do/review cycle is used in a timely manner to ensure the greatest possible impact; Planning reflects the identified needs of the EYPP cohort; Ongoing assessment and progress data is used to make evidenced-based judgements of where gaps need to be closed.* |  |  |  |
| **Measuring progress***We measure progress against clear targets, milestones and the success criteria that we have set, periodically and in a timely manner. Evaluation and reflection is present throughout the process.* |  |  |  |
| **Communication between staff***There are regular opportunities for staff to meet together to discuss all EYPP children, the strategies being used and progress being made, and to plan next steps.*  |  |  |  |
| **Communication with parents/carers***All parents/carers are regularly updated on their children’s progress and are invited to contribute to the assessment and planning process.* |  |  |  |
| **How the funding was spent and why (1)***We ring-fence the funding so that it is always spent on the target group of EYPP children.* |  |  |  |
| **How the funding was spent and why (2)***We have a clear rationale for how we decide to spend the money in this way, and this is reviewed periodically throughout the academic year.*  |  |  |  |
| **How the funding was spent and why (3)***We are aware of The Early Years EEF Toolkit and this has contributed towards our decision making:*<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/>  |  |  |  |
| **The impact of this spending***We are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our spending on outcomes for EYPP children.* |  |  |  |
| **Forward planning***We are aware that each new cohort may require very different support, so our decisions on spend will reflect any changes in need. This includes knowledge of how we access new and appropriate resources, CPD, services, environmental impact etc.* |  |  |  |

**RAG rating key:**

Red: Not in place

Yellow: Developing

Green: Fully in place