



Department
for Education

Early Years Pupil Premium: Providers Survey

Research report

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Chapter 1 Executive summary

Introduction and aims

Early Years Pupil Premium (EYPP) was introduced in April 2015 to provide additional funding for 3 and 4 year olds from disadvantaged backgrounds¹. This research was conducted around a year after its introduction to provide an accurate picture of awareness and usage of this additional funding in early years settings.

Kantar Public conducted a representative survey of group-based providers and school-based providers with a nursery in England. In total 542 quantitative interviews were conducted with group-based providers and 507 quantitative interviews with school-based providers. In addition, 27 qualitative depth interviews were conducted with childminders who provide early years care. As the sample of childminders is much smaller than the other provider samples the findings are reported separately. Fieldwork took place between March and July 2016.

Definitions of providers used in this report

The following definitions are used in this report:

- Group-based providers: Childcare providers operating in non-domestic premises (selected from the Ofsted register of non-domestic childcare providers)
- School-based providers: Childcare providers selected from schools that have an attached nursery (selected from the School Census)
- Childminders: Ofsted registered childminders operating in domestic settings

¹ Three and 4 year olds qualify for EYPP if: their family receives any of Income Support, income-based Jobseeker's Allowance, income-related Employment and Support Allowance, support under part VI of the Immigration and Asylum Act 1999, Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190), Working Tax Credit run-on, Universal Credit; they are currently being looked after by a Local Authority in England or Wales; or they have left care in England or Wales through an adoption, a special guardianship order or a child arrangement order.

Early Years Pupil Premium applications

Group-based and school-based providers

One year on from its introduction there is near universal prompted awareness of EYPP amongst group- and school-based providers² and an encouraging level of applicants.

- More than six in ten (63%) group-based providers had applied for EYPP funding, with only 3 out of the 545 group-based providers surveyed either not having heard of EYPP before or stating they didn't know if their setting had applied (these 3 providers were screened out of the remainder of the survey)
- A higher proportion (81%) of school-based providers had applied for EYPP funding for children in their nursery classes, with just 8 surveyed school-based providers either not having heard of EYPP before or saying they didn't know if their setting had applied³
- Providers in the 30% most deprived areas were more likely to have applied for EYPP than those in the 70% least deprived areas. These providers had also received funding for a higher number of children on average
- School-based providers were more likely to be in the 30% most deprived areas (44%) than group-based providers (25%) which may help explain why a higher proportion of school-based providers had applied than group-based providers
- For both group- and school-based providers it was most common for providers to communicate with all parents of children in their care about EYPP (77% group-based, 83% school-based), rather than targeting children that they thought would be more likely to be eligible (12% group-based, 5% school-based)
- Just over half of both group- and school-based providers surveyed were satisfied with the overall support from their Local Authority regarding EYPP (56% group-based, 55% school-based), although around one in six were dissatisfied (17% group-based, 18% school-based). The majority of the remainder were neither satisfied nor dissatisfied

² Awareness of EYPP was identified through a prompted question at the start of the survey asking if the provider had applied for EYPP. They were given the options to say yes, no, I haven't heard of EYPP before, don't know or refuse. Those who didn't know or refused were screened out of the survey.

³ To qualify for the survey school-based providers needed to have previously heard of EYPP, with participants screened into either the previous applicant (base=413), or non-applicant (base=94) group.

Childminders

- Some of the childminders interviewed targeted parents of children they thought were more likely to be eligible for EYPP, however it was just as common for childminders to contact all parents about EYPP. In some cases these childminders then followed up further with parents they thought were particularly likely to have eligible children

How settings used EYPP funding

Group-based and school-based providers

Providers most commonly reported spending EYPP funding on staff training, resources such as books and to enable existing staff to provide more targeted support for recipient children. Some providers also used the funding to pay for extra sessions and outings.

- Group-based providers had received on average £1,157 of EYPP funding in the last 12 months. Close to half (47%) received less than £1,000 and a quarter (23%) received £1,000 or more, although three in ten (31%) could not provide a figure
- On average school-based providers received funding for a greater number of children than group-based providers, having received on average £3,490 of EYPP funding in the last 12 months. Around a third (35%) had received £1,000 or more, and a quarter (27%) less than £1,000. Close to two fifths (38%) could not provide a figure
- Providers were most likely to use EYPP to buy literacy and numeracy resources (75% group-based; 54% school-based), enable existing staff to provide more targeted support (66% group-based; 75% school-based) and for staff training and development (65% group-based; 51% school-based)
- Providers most commonly decided how to spend EYPP by assessing the needs of the child receiving EYPP (57% of group-based providers and 45% of school-based providers)⁴

⁴ The same was true of all of the childminders interviewed who had received EYPP.

Childminders

- The qualitative sample of childminders typically reported having received £100 - £300 of EYPP funding in the last 12 months
- They commonly reported using EYPP funding to provide resources for their setting, with others using funding to provide staff training. In the absence of EYPP funding they would have found cheaper alternatives or deferred purchase
- EYPP was also widely used for children to go on outings or activities, which were dependent on the funding being available

Providers' assessment of the impact of EYPP

Group-based and school-based providers

Providers typically perceived EYPP to have had a positive impact on settings.

- Two-thirds (65%) of group-based and three-quarters (73%) of school-based providers said EYPP helped them to increase the services they provide to disadvantaged children. Half (50%) of group-based providers and three fifths (59%) of school-based providers agreed that they wouldn't be able to do as much without EYPP
- Group- and school-based providers used a range of methods to assess the impact of EYPP, although these overlap with existing assessments required by Ofsted to track children's development. This most commonly included: discussions with staff; discussions with parents; observing children; and tracking the progress of individual children
- Future intention to apply is almost universal among previous applicants⁵ with 96% of group-based and 98% of school-based providers saying that they are likely to apply in the next 12 months (assuming an eligible child)

Childminders

- The perception of impact of EYPP on recipient children varied between childminders. On the whole it was seen as a 'nice-to-have,' although childminders did value the opportunity to invest in individual children. Methods of assessing impact were typically informal or incorporated into more general reviews of progress such as termly reports

⁵ Sixty-three per cent of group-based and 81% of school-based providers had previously applied for EYPP.

Reasons for not applying for EYPP

Group-based and school-based providers

Although not having eligible children in the setting was the predominant reason given by providers who had not previously applied for EYPP there are indications that a lack of knowledge about the funding could be a barrier for some.

- The most common reason for not applying was not having eligible children (61% of group-based and 34% of school-based non-applicants). This was followed by lack of knowledge about EYPP (19% of group-based and 22% of school-based non-applicants)

Chapter 2 Introduction

2.1 Research context

The government is committed to providing high quality childcare to all children. Studies such as the Department for Education (DfE)'s Effective Primary, Pre-School and Secondary Education (EPPSE)⁶ provide evidence of the positive impact of quality formal early years education on children's later educational outcomes and social-behavioural development. This is particularly important for disadvantaged children – EPPSE shows that a high quality pre-school is seen to reduce the risk of anti-social or worried behaviour amongst disadvantaged children, as well as improving their later attainment. DfE continues to build this evidence base with the Study of Early Education and Development (SEED)⁷.

DfE introduced the Pupil Premium in April 2011, which is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers⁸. In April 2015 DfE introduced the Early Years Pupil Premium (EYPP) to provide additional funding for 3 and 4 year olds from disadvantaged backgrounds. The main purpose of this funding is to help prepare young children for schooling⁹.

EYPP is available to 3 and 4 year olds who meet the following criteria: their parent is in receipt of certain benefits such as income support or Jobseekers Allowance¹⁰; or the child is currently looked after by a Local Authority; or the child has left care through an adoption, a special guardianship order or a child arrangement order. In addition, the child must receive the free early years education entitlement for 3 and 4 year olds (commonly taken as up to 15 hours of childcare for 38 weeks of the year and due to be extended to 30 hours for eligible families from September 2017)¹¹.

The childcare provider can apply for this EYPP additional funding from their Local Authority for children who are eligible. The setting will then receive approximately £300 per year for each eligible child if their application is successful, i.e. the child meets the eligibility criteria outlined above.

⁶https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/455670/RB455_Effective_pr_e-school_primary_and_secondary_education_project.pdf.pdf

⁷ <http://www.seed.natcen.ac.uk/professionals.aspx>

⁸ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf

⁹ <https://www.gov.uk/government/news/extra-funding-to-prepare-for-the-early-years-pupil-premium>

¹⁰ The child's family must be in receipt of one of the following benefits: income support, Jobseeker's Allowance, Employment and Support allowance, support under part VI of the Immigration and Asylum Act 1999, the guaranteed element of State Pension Credit, Child Tax Credit, Working Tax Credit or Universal Credit.

¹¹ <https://www.gov.uk/guidance/early-years-pupil-premium-guide-for-local-authorities>

2.2 Study objectives

In order to gain a more comprehensive understanding of awareness and usage of EYPP in the childcare sector, DfE commissioned Kantar Public (formerly TNS BMRB) to conduct a representative survey of group-based and school-based early years providers.

The research was designed to speak to both providers who had applied for or received EYPP funding as well as those who had not applied. It covered a range of topics, including:

- The proportion of childcare providers aware of EYPP
- The proportion of childcare providers who had applied for EYPP in the last 12 months
- Providers' experiences of the application process
- The ways in which providers had used the funding
- The ways in which providers assessed the impacts and outcomes of EYPP funding
- The barriers to applying for EYPP amongst providers who had not previously applied

This survey provides a benchmark of awareness and usage of EYPP, and its findings will help to inform future decisions about EYPP.

The research also explored childminders' experiences of EYPP. Given the low incidence of childminders who have applied for EYPP it was not possible to conduct quantitative research with this audience or to measure awareness and behaviour. Instead qualitative interviews were conducted with childminders to explore the objectives of the research. This means these findings cannot be quantified as the group- and school-based provider surveys are.

2.3 Research Design

Quantitative research

Kantar Public conducted a quantitative survey with 1,049 childcare and early years providers using computer-assisted telephone interviewing (CATI). Respondents were almost equally split between school-based (507) and group-based providers (542). The former consisted of schools offering nursery classes, and these respondents were selected from the School Census. The group-based providers were childcare providers operating in non-domestic premises. The samples were selected to be representative and non-response weighting was conducted on the data to ensure that the final sample reflects the populations of school-based providers and group-based providers in England. For more information on how the sample was selected please see appendix 2 at the end of this report.

For the group-based sample, an initial screener survey was conducted in February 2016. The purpose of this initial screener was to establish the correct contact details of the childcare setting senior manager to ensure that the person best placed to complete the survey was interviewed.

Fieldwork for the mainstage quantitative survey took place between March and May 2016. Eligibility for the survey was established through a single question asking respondents whether they had applied for EYPP. Respondents who answered they had not heard of EYPP, who answered “don’t know” or who refused to give an answer were screened out of the survey, although this was less than 1% of group-based providers and 1% of school-based providers. This is shown in table 1.1, although it should be noted that the question was asked in a prompted manner, so this does not identify spontaneous awareness of EYPP amongst school- and group-based providers.

Table 1.1 Awareness and application for EYPP benchmark

Whether provider has applied for EYPP	% of group-based providers	% of school-based providers
Yes	63%	81%
No	36%	17%
I haven't heard of EYPP before	*	1%
Don't know	*	1%
Refused	-	-
<i>Base (unweighted) - all screened respondents</i>	545	515

Source: Has your [setting/school] applied for EYPP?

Qualitative research

Kantar Public also conducted qualitative research with 27 Ofsted registered childminders through semi-structured depth telephone interviews of 20-45 minutes in length. These respondents provided childcare services in a domestic setting (typically their home).

Given the low incidence of qualifying childminders Kantar Public took a purposive sampling approach to recruitment, drawing on the range of sources listed below.

- Sample from the Childcare and Early Years Providers Survey of childminders who currently cared for children receiving the Early Years Entitlement for 3 and 4 year olds and had agreed to be re-contacted
- Contacts provided by the Professional Association for Childcare and Early Years (PACEY), who gave their kind support to the research
- Snowballing from recruited childminders via a recruitment question asking if they knew of other childminders who they thought might qualify for the research
- Free-find recruitment by specialist qualitative recruiters

In total the sample file drawn from the Childcare and Early Years Providers Childminders Survey contained 351 childminders and PACEY provided a list of 55 childminders.

Twenty-seven qualitative interviews were conducted with childminders in June and July 2016¹²:

- 24 childminders had applied for EYPP. Of these 21 were in receipt of EYPP and 3 had not received EYPP funding
- 3 had not applied for EYPP funding

All of the completed interviews were achieved either through the Childcare and Early Years Providers Survey re-contact sample (21 of the achieved interviews) or the contacts provided by PACEY (6 of the achieved interviews). Despite receiving some good leads via snowballing, and the free-find recruiters, it was not possible to convert these into any interviews.

2.4 Analysis and reporting

The quantitative results for school-based and group-based providers are typically described separately in this report due to differences in the populations. Within the 2 sample groups, subgroup analyses are conducted to explore differences based on attributes such as the number of registered childcare places and the number of children

¹² Overall 32 childminders were recruited to take part in the research, but 5 of these were not available for interview at the agreed time and it was not possible to reschedule the interview during the fieldwork period.

identified as possibly being eligible for EYPP. Any differences reported are significantly different (at the 95% confidence level), meaning that they are likely to be genuine differences as opposed to variations occurring by chance.

The qualitative results for childminders are reported separately from the quantitative results for school-based and group-based providers.

The following should be borne in mind when reading this report.

- Percentages for single-response questions do not always add up to exactly 100% due to the effect of rounding
- Unless otherwise stated, all differences reported are statistically significant to the 95% confidence level. This means that we can be 95% confident that they are genuine differences, rather than variations occurring by chance
- Zero per cent is indicated in tables using ‘-’ and figures above zero but below 0.5 per cent are indicated using ‘*’
- A result with a base size of fewer than 100 should be interpreted with caution and the findings should be viewed as indicative only
- Given the low incidence of childminders who have applied for EYPP, this audience was interviewed in a qualitative manner. This smaller qualitative sample helps us to understand the views and experiences of people, rather than how many people hold these views. As such the childminder results should be seen as illustrative rather than statistically reliable. Particular caution should be taken when interpreting the results of research with childminders that were eligible but had not applied for EYPP as these are based on just 3 depth interviews¹³

¹³ This low base size is due to the extremely low incidence of childminders who are aware that they have eligible children for the funding but have not applied for it.

Chapter 3 EYPP application process

This chapter starts by setting a benchmark for awareness and uptake of EYPP, before exploring applicants' experiences of applying for EYPP. This includes the ways in which providers identified eligible children, how many children they had identified as being eligible and so applied for funding for them, and how they found working with the Local Authority during the application process.

Key findings:

Group-based and school-based providers

- More than six in ten (63%) group-based providers had applied for EYPP funding, with only 3 out of the 545 screened group-based providers either not having heard of EYPP before or stating they didn't know if they had applied¹⁴
- A higher proportion (81%) of school-based providers had applied for EYPP funding for children in their nursery classes, with just 8 of the providers screened either not having heard of EYPP before or saying they didn't know if they had applied¹⁵
- As might be expected, providers in the 30% most deprived areas were more likely to have applied for EYPP than those in the 70% least deprived areas. These providers had also received funding for a higher number of children on average
- School-based providers were more likely to be in the 30% most deprived areas (44%) than group-based providers (25%) which may help explain why a higher proportion of school-based providers had applied than group-based providers
- For both group- and school-based providers it was most common for providers to communicate with all parents of children in their care about EYPP (77% group-based, 83% school-based), rather than targeting children that they thought would be more likely to be eligible for EYPP (12% group-based, 5% school-based)
- The majority of group-based (85%) and school-based (82%) applicants reported that they would be comfortable having a discussion about EYPP with parents of children they had identified as being eligible for funding

¹⁴ To qualify for the survey group-based providers needed to have previously heard of EYPP, with participants screened into either the previous applicant (base=355), or non-applicant (base=187) group.

¹⁵ To qualify for the survey school-based providers needed to have previously heard of EYPP, with participants screened into either the previous applicant (base=413), or non-applicant (base=94) group.

- Over half of both group- and school-based providers surveyed were satisfied with the overall support from their Local Authority regarding EYPP (56% group-based, 55% school-based) although around one in six (17% group-based, 18% school-based) were dissatisfied. The majority of the remainder were neither satisfied nor dissatisfied

Childminders

- Amongst childminders there was a mix of targeting parents of specific children and communicating with all parents about EYPP, with some following up a universal approach with targeted communications. Some childminders stated that EYPP funding applications were already incorporated into applications for 3 and 4 year old hours funding by their Local Authority
- Childminders were broadly positive about the support they received from their Local Authority and understanding of their financial constraints. Amongst those who had experience of working in different areas there was some feeling that service varies by Local Authority

3.1 Proportion of childcare providers who applied for EYPP

Group-based providers

At the time of interviewing (between March and May 2016), EYPP had been available for around a year. There was a high level of prompted awareness of EYPP in the sector. A screening question was included at the start of the interview to allocate providers into the 2 eligible groups for the survey: those who had previously applied for EYPP; and those who had not previously applied. Providers who stated they had not previously heard of EYPP or didn't know were screened out of the survey. This was the case for just 3 group-based providers (i.e. 1% overall).

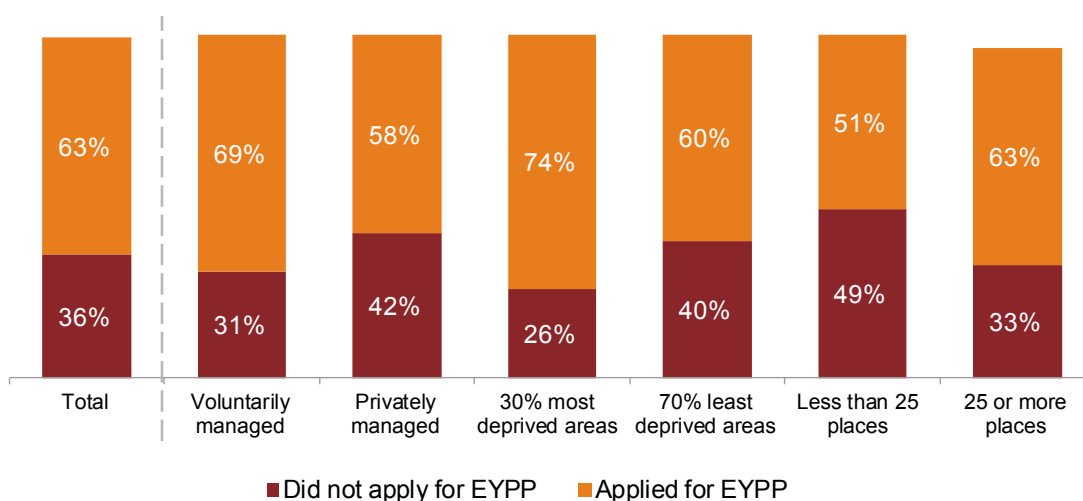
More than six in ten (63%) of all the group-based providers (including those who were screened out of the remainder of the survey)¹⁶ had applied for EYPP funding, as seen in chart 3.1 overleaf.

¹⁶ Providers who were not aware in this prompted question did not qualify for the remainder of the survey and were therefore screened out. They are included in this calculation of 63% awareness to create a benchmark for future tracking, for example, if a similar question is included in future DfE childcare providers surveys.

As would be expected given the eligibility criteria for EYPP funding, a greater proportion of group-based providers in the 30% most deprived areas had applied for EYPP than those in the 70% least deprived areas¹⁷ (chart 3.1). Applications were also more common in larger providers and among providers run on a voluntary basis.

It should be noted that the number of registered places and ownership of childcare are not directly related - despite privately operated group-based providers having more registered children than voluntary-run providers on average (51 compared with 43), they were less likely to have applied for EYPP funding than voluntary-run providers. However, a slightly greater proportion of voluntary-run providers were based in the 30% most deprived areas than privately-run providers (27% compared with 22%).

Chart 3.1 Whether providers had applied for EYPP by characteristics (group-based)



Base: All screened group-based respondents (545)
Source: Whether setting has applied for EYPP

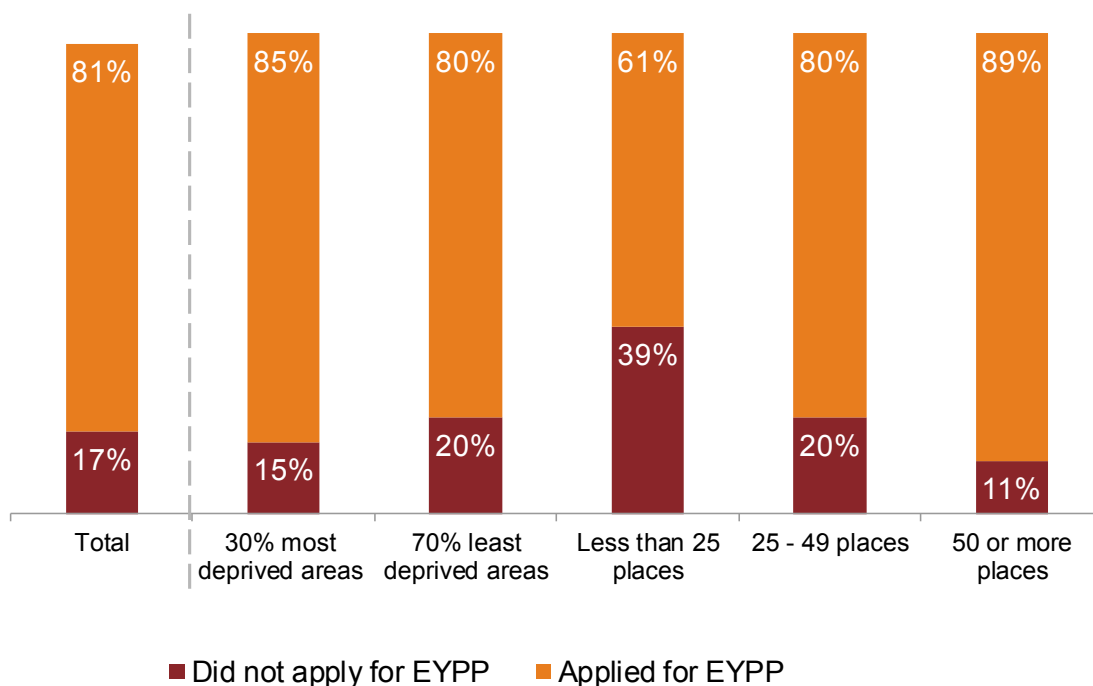
¹⁷ Deprivation is based on the Income Deprivation Affecting Children Index. The 30%/70% deprivation split was chosen by DfE to be consistent with the split used during the implementation of Sure Start children's centres.

School-based providers

As with group-based providers, there was a high level of prompted awareness of EYPP, with just 8 school-based providers either saying they hadn't heard of EYPP before the research, or they didn't know if they'd applied or received EYPP funding (which amounts to 2%).

Eight in ten (81%) of all school-based providers had applied for EYPP funding for children in their nursery classes¹⁸. As seen in chart 3.2, this was more common in larger nursery classes.

Chart 3.2 Whether providers had applied for EYPP by characteristics (school-based)



Base: All screened school-based respondents (515)
Source: Whether setting has applied for EYPP

¹⁸ Providers who were not aware in this prompted question did not qualify for the remainder of the survey and were therefore screened out. They are included in this calculation of 63% awareness to create a benchmark for future tracking, for example, if a similar question is included in future DfE childcare providers surveys.

Childminders

Given the small qualitative sample, it is not possible to comment on the overall proportion of childminders applying for EYPP. Anecdotally, it was found during recruitment that many childminders spoke about caring for children who took their funded hours at a group or school-based provider. This meant while the child likely did meet the eligibility criteria for EYPP this would be via their other childcare provider rather than the childminder.

3.2 Identifying eligible children

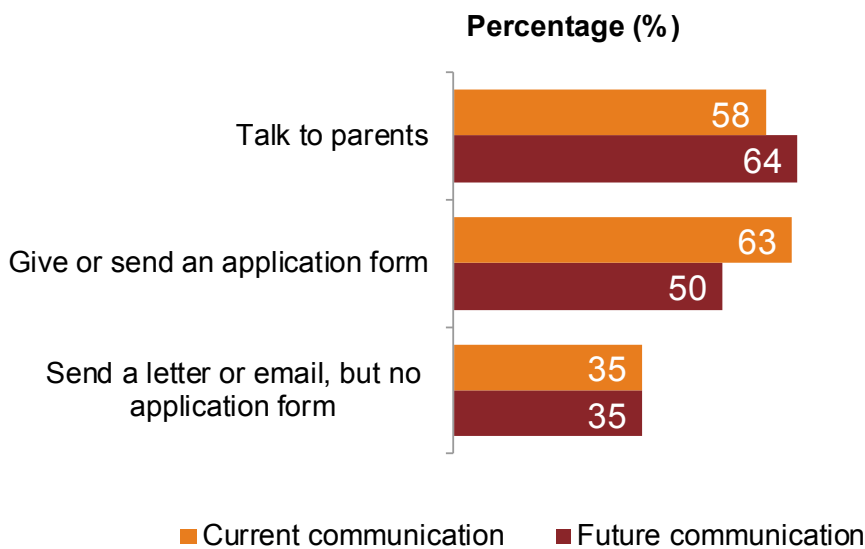
Group-based providers who had applied for EYPP

When it came to communicating to parents about EYPP, group-based providers who had applied for EYPP typically communicated with all the parents of children at their setting (77%), rather than specifically targeting parents of children they thought likely to be eligible (12%) or solely attempting to identify eligible children during the registration process for new children (6%). In a small proportion of cases (4%) the Local Authority communicated with parents rather than the provider.

Future plans to communicate with parents were broadly similar to current practice (73% would communicate with all parents and 10% would only communicate about EYPP with parents of children more likely to be eligible). However, a greater proportion said in future they would only communicate with parents of new children joining as part of the registration process (15%) than currently do this (many would already have contacted parents at an earlier stage).

Group-based providers who had communicated with parents about EYPP were asked about the methods of communication they used to introduce it to parents. As shown in chart 3.3, it was most common for them to send an application form to parents (63%) and/ or talk to parents as part of their process of communicating about EYPP to parents (58%). Chart 3.3 also shows plans for the future methods of communicating with parents about EYPP were fairly similar. It was most common to report that they would speak with parents (64%) rather than send an application form (50%) or send a letter/email but no application form (35%). This was particularly the case in the 30% most deprived areas where three in four (74%) would speak with parents.

Chart 3.3 How group-based providers currently communicate with parents, and how they plan to in the future



Base: Respondents who have applied for EYPP who currently communicate with parents (337) and respondents who will communicate with parents in the future (350)
 Source: Methods used to communicate with parents about EYPP applications;
 How provider would communicate with parents in future about EYPP

The majority (85%) of group-based EYPP applicants reported that they were comfortable having a discussion about EYPP with parents who were likely to be eligible, with just 7% saying they would be uncomfortable. Providers who said they knew a lot or a fair amount about EYPP were more likely to report being comfortable having a discussion about EYPP with parents of children they think are more likely to be eligible (89%) than those who knew a little or almost nothing about EYPP (73%).

Group-based providers who only communicated with parents of children they thought were more likely to be eligible for EYPP were asked a series of follow up questions to explore how they identified these children. The number of providers was too small to report these questions with statistical confidence (41 providers), however, as an indicative guide, it was equally common for them to have identified these families through information they had formally collected from the family or informal information about the family such as staff at the setting knowing the family, or knowing that the family receive benefits (16 providers said each of these).

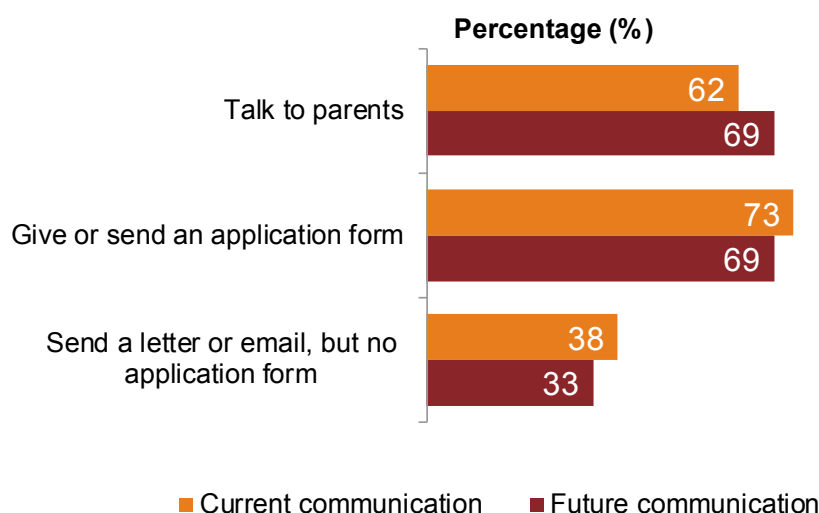
School-based providers

More than eight in ten (83%) school-based providers communicated with all parents about EYPP rather than only targeting parents of children they thought would be eligible (5%) or solely attempting to identify eligible children during the registration process for new children (8%). Three per cent of schools said that it was the Local Authority who communicated with the parents of children rather than themselves.

Similar to group-based providers, future plans to communicate to parents about EYPP were broadly similar to how they had approached parents in the first year of EYPP, with the logical exception that a higher proportion said they would only communicate with parents of new children joining as part of the registration process (18%) than currently do this (as many would already have contacted these parents at an earlier stage). Eight in ten (79%) would communicate with all parents and just 2% would only target those who they thought would be eligible.

Three in four (73%) school-based providers who had communicated with parents sent an application form to parents as part of their communication (see chart 3.4). This was most common in the largest nursery classes in schools (85% with 75 or more places in their nursery classes). For future communications seven in ten providers said they would speak to parents or send an application form (69% for each), and one in three (33%) said they would send a letter or email, but not an application form.

Chart 3.4 How school-based providers currently communicate with parents, and how they plan to in the future



Base: Respondents who have applied for EYPP who currently communicate with parents (399) and respondents who will communicate with parents in the future (409)
Source: Methods used to communicate with parents about EYPP applications;
How provider would communicate with parents in future

Eight in ten (82%) school-based EYPP applicants reported that they were comfortable having a discussion about EYPP with parents who were likely to be eligible. More than four in ten (44%) reported that they would be very comfortable - this was higher for those who knew a lot about EYPP (65%) or had identified more than 20 children as being eligible (55%). Seven per cent were uncomfortable discussing EYPP with parents.

School-based providers who only communicated with parents of children they thought were more likely to be eligible for EYPP were asked a series of follow up questions to ask about how they identified these children. The number of schools was too small to report these questions with statistical confidence (20 providers). However, as an indicative guide, it was most common to have identified children through informal information they had about the family such as staff at the setting knowing the family, or knowing that the family receive benefits (10 schools reported this).

Childminders

Amongst the qualitative sample of childminders included in this research, a variety of approaches were used to identify children that were eligible for EYPP. Some took a universal approach of letting all parents know about EYPP, whereas other childminders targeted those they thought most likely to be eligible. However, for some childminders, the Local Authority checked eligibility automatically or it was incorporated into the early years funding application form.

Other Local Authorities had set up online systems where parents could check for themselves whether their child would be eligible, which some childminders had sign-posted parents to. Childminders gave positive feedback about these automated systems, which were seen as a simple and efficient way of determining eligibility which didn't involve potentially awkward conversations with parents. However, some of these systems involved parents inputting their national insurance numbers which many were reluctant to do and childminders suggested avoiding this if possible.

"I just say to them all 'this is a form and if your child meets the criteria we get additional money in the setting that can support your child', and I've never had a problem getting it filled in." – Childminder 12

"One of my bugbears with the actual forms is that parents didn't want to give us [their NI number]." – Childminder 17

Childminders that communicated with all parents about EYPP took this universal approach for several reasons, most commonly that it was logistically simpler. Some would do this through a newsletter, email, or closed Facebook group for all their parents. Some childminders also expressed concern about stigmatising parents in their setting by singling them out for EYPP support. These childminders were wary of discussing parents' social or financial affairs to see if they were eligible for EYPP for fear of offending them.

“Rather than approaching a parent and making it about that particular family and their particular circumstance, I found it easier to say to all parents, if your child is over 3, you may be eligible for additional funding, please follow this [link] to try...because then it was more inclusive rather than... pinpointing ‘I think you obviously struggle financially’... I didn’t want to make that kind of assumption.” – Childminder 22

Some childminders complemented this universal approach by following up face-to-face with those who they thought might be eligible given their circumstances. This removed some of the stigma or awkwardness that could be experienced by singling out parents whilst also ensuring attention was drawn to EYPP funding for those most likely to be eligible.

Other childminders did specifically approach parents who they thought could be eligible for EYPP, particularly those who had a strong relationship with these parents. They felt more comfortable doing this as they knew more about their circumstances and had a stronger rapport with them.

Whichever approach was taken, childminders typically weren’t certain of whether the parents they approached would be eligible or not and selected who they spoke to on the basis of proxies. These proxies included factors such as the area the family lived in or whether the child was in a single parent family. For those that had been caring for a child since the child was 2 years old, they would use whether the child had been eligible for free childcare funding for 2 year olds to determine if they were likely to be eligible for EYPP once the child turned 3.

“You get to know the parents quite well, so you know what sort of circumstances they’re in and then if you get a child with a disability or if you have got a child that’s come from social care or is in foster care then you know.” – Childminder 4

Few childminders suggested they were planning on changing the way they communicated with parents in the future.

3.3 Number of children identified as eligible for EYPP

Group-based providers

The average number of children identified as being eligible for EYPP at group-based providers who had previously applied for EYPP funding was 9. This was higher in: larger providers (12 in group-based with 50 or more places compared with 7 in those with fewer than 50 registered places); and those in the 30% most deprived areas (13 children, compared with 8 in the 70% least deprived areas).

Two fifths (39%) of group-based providers applied for EYPP for at least 1 child who was eligible because they were or had been looked-after children and one fifth (20%) applied for at least 1 child who was eligible because they had left care on an adoption order, special guardianship order or child arrangement order.

School-based providers

The average number of children identified as being eligible for EYPP at school-based providers who had applied for EYPP funding was 15. This was higher in the 30% most deprived areas (18) than the 70% least deprived areas (12). The number of children identified was higher where there were 50 or more nursery places (18) than those with fewer than 50 places (11). There was no significant difference in number of children identified by type of management of the nursery.

Three in ten (29%) applied for EYPP for at least 1 child who was eligible because they were or had been looked-after children and 12% applied for at least 1 child who was eligible because they had left care on an adoption order, special guardianship order or child arrangement order.

Childminders

Of the childminders that had applied for EYPP funding, they had typically identified 1 or 2 children as potentially being eligible for EYPP. This lower number reflects the fact that childminder settings typically accommodate far fewer children than school or group-based settings.

3.4 Applying for EYPP funding

Group-based providers

The average number of applications made for EYPP funding for group-based applicants was 20. This was higher than the number of children identified because as noted above most providers send application forms to all parents and then send these on to the Local Authority rather than specifically identify children who are eligible.

Around a third (32%) of group-based applicants had submitted applications for EYPP funding for 20 or more children in the previous 12 months. As would be expected, the number of applications was higher in providers with more children, and in the 30% most deprived areas – half of those in the 30% most deprived areas had made applications for EYPP funding for 20 or more children (see table 3.1).

Table 3.1 Number of children submitted an application for EYPP funding in last 12 months (group-based)

Number of children submitted an EYPP application for in last 12 months	30% most deprived areas %	70% least deprived areas %	Total %
Fewer than 5	16%	37%	31%
Between 5 and 9	12%	22%	19%
Between 10 and 19	22%	15%	17%
20 or more	50%	25%	32%
Don't know	1%	1%	1%
Average number of children submitted an application for	31	15	20
<i>Base (unweighted)- group-based applicants</i>	<i>108</i>	<i>247</i>	<i>355</i>

Source: In the past 12 months, for how many of the children in your setting have you submitted an application for EYPP? Please include all applications that you have submitted to your Local Authority including any applications that you have not heard back about or that you did not receive funding for/ Can you give me your best estimate please? Was it...

While the average number of applications was 20, the average number of children receiving funding was 6. Again, this difference is likely due to providers sending applications for all children, whether or not they have identified if they are eligible for EYPP before sending on to the Local Authority. It should also be noted that 15% of group-based applicants still had outstanding applications awaiting a decision at the time of interview. For two-thirds of those awaiting a decision it was for fewer than 5 applications. Nine per cent of applicants did not receive funding for any children applied for.

A significantly higher number of children received EYPP funding in the 30% most deprived areas as shown in table 3.2.

Table 3.2 Number of children received EYPP funding for in last 12 months (group-based)

Number of children received EYPP funding for	30% most deprived areas %	70% least deprived areas %	Total %
No funding received for any child who EYPP application was made	8%	16%	14%
Between 1 and 4	26%	51%	43%
Between 5 and 9	23%	24%	24%
Between 10 and 19	25%	8%	13%
20 or more	17%	1%	5%
Don't know	1%	-	-
Average number of children received funding for	11	4	6
<i>Base (unweighted)- group-based applicants</i>	<i>108</i>	<i>247</i>	<i>355</i>

Source: And how many children in your setting have received EYPP funding in the past 12 months Can you give me your best estimate please? Was it...

Amongst providers who had made more applications than they received funding for, 63% of group-based providers said the child wasn't eligible. A fifth (20%) did not know why the applications were not approved as they had not received any feedback from their Local Authority. Smaller proportions said that the application failed due to the parent not providing the required information (11%) or providing incorrect details (8%).

School-based providers

The average number of applications made for EYPP funding for school-based applicants was 26. This was higher than the number of children identified because as noted above most providers send application forms to all parents to send to the Local Authority rather than specifically identify children who are eligible. Fourteen per cent of school-based providers still had 1 or more outstanding applications awaiting a decision at the time of interview.

Around four in ten (38%) school-based applicants had submitted applications for EYPP funding for 20 or more children in the previous 12 months (15% of applicants had made 50 or more applications). As would be expected, the number of applications was higher among providers with more children, and in the 30% most deprived areas – close to half (47%) of those in the 30% most deprived areas had made applications for EYPP funding for 20 or more children. As shown in table 3.3, between one in five and one in six school-based applicants made fewer than 5 applications (22%), between 5 and 9 (16%) or 10 to 19 (19%).

Table 3.3 Number of children submitted an application for EYPP funding in last 12 months (school-based)

Number of children submitted an EYPP application for in last 12 months	30% most deprived areas %	70% least deprived areas %	Total %
Fewer than 5	14%	29%	22%
Between 5 and 9	11%	20%	16%
Between 10 and 19	23%	15%	19%
20 or more	47%	31%	38%
Don't know	5%	6%	6%
Average number of children submitted an application for	32	20	26
<i>Base (unweighted)- school-based applicants</i>	179	234	413

Source: In the past 12 months, for how many of the children in your school have you submitted an application for EYPP? Please include all applications that you have submitted to your Local Authority including any applications that you have not heard back about or that you did not receive funding for/ Can you give me your best estimate please? Was it...

The average number of children that school-based providers received EYPP funding for was significantly lower than the 26 who they applied for, at 10 (table 3.4). About one in ten received funding for 20 or more children. As shown in table 3.4, schools in the 30% most deprived areas received funding for a higher number of children than in the 70% least deprived areas, reflecting their larger number of applications.

Table 3.4 Number of children received EYPP funding for in last 12 months (school-based)

Number of children received EYPP funding for	30% most deprived areas %	70% least deprived areas %	Total %
No funding received for any child who EYPP application was made	6%	8%	7%
Between 1 and 4	21%	37%	30%
Between 5 and 9	19%	27%	24%
Between 10 and 19	31%	16%	23%
20 or more	20%	6%	12%
Don't know	2%	5%	4%
Average number of children received funding for	14	6	10
<i>Base (unweighted)- school-based applicants</i>	<i>179</i>	<i>234</i>	<i>413</i>

Source: And how many children in your school have received EYPP funding in the past 12 months Can you give me your best estimate please? Was it...

The main reason why school-based applicants had unsuccessful applications for EYPP funding was that the child was not eligible (63% who had unsuccessful applications). One in five (17%) with an unsuccessful application did not know why as their Local Authority had not provided feedback. Smaller proportions said that the application failed due to the parent not providing the required information (10%) or parents providing incorrect details (8%).

Childminders

The childminders that had applied for EYPP funding had typically made 1 or 2 applications in the past 12 months. Unsurprisingly, this is lower than the number made by group-based and school-based providers due to childminders typically caring for fewer children in their setting. The highest number of applications in the last 12 months was 10 applications where a childminder had submitted an application for all the children that they cared for.

Most childminders reported a high success rate in the applications that they made for EYPP. The unsurprising exception to this was childminders who submitted applications on behalf of all parents without targeting or filtering or where they applied by default to the Local Authority. When these childminders had low or no acceptance rates, they were typically unsurprised as they expected not all of the children they cared for would be eligible. However, in circumstances where an application for EYPP funding had been

rejected unexpectedly, childminders reported that Local Authorities were poor in explaining why this was the case.

*"To be truthful, we get fobbed off a lot. I just keep getting, 'oh I'm looking at it, I'm looking at it.' Overall, our council is very, very good. I can't fault them apart from the payment of EYPP... I would expect to know by the end of September who my EYPP children are. And I'll be very surprised if I know by Christmas." –
Childminder 20*

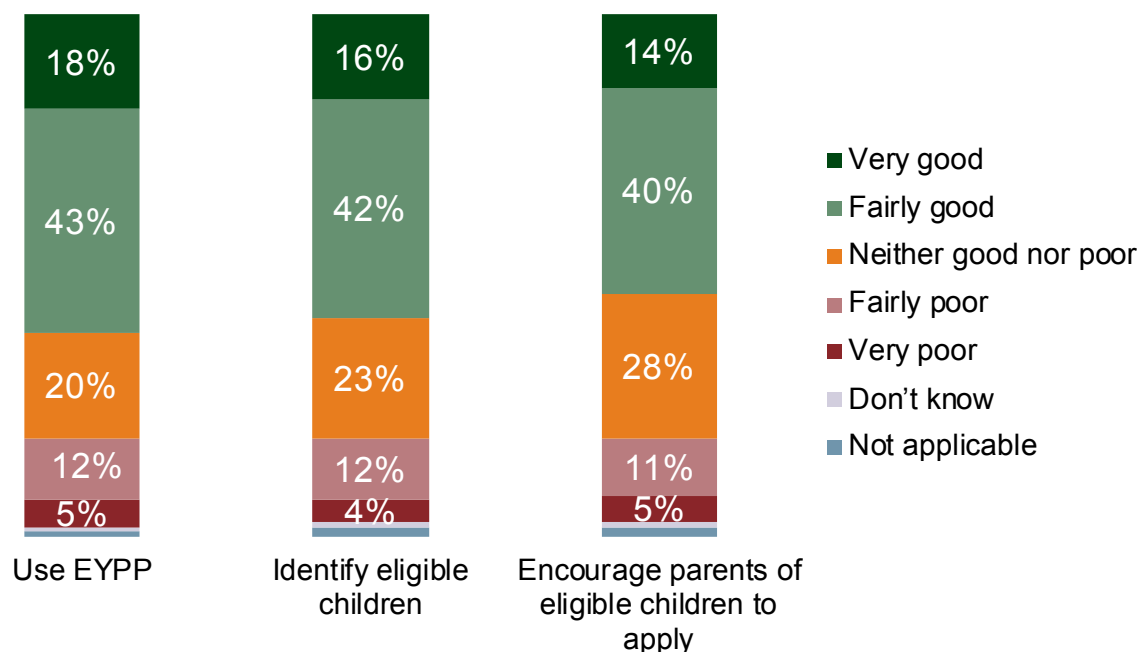
3.5 Dealings with the Local Authority

The process of applying for, and receiving, funds for EYPP varies depending on the Local Authority. Providers were asked a series of questions asking them to rate the quality of support received from their Local Authority and the amount of time it took to process EYPP funds and pay them. Childminders spoke about how, in their experience, service varies between different Local Authorities. Unfortunately due to the low base sizes at a Local Authority level, it is not possible to identify any statistically significant differences by Local Authority in the quantitative surveys.

Group-based providers

Overall, providers were broadly positive about the information they had received from their Local Authority. Six in ten applicants rated positively the quality of information they received from their Local Authority about how they can use EYPP (61%), and how they can identify children eligible for EYPP (58%). More than half (54%) thought that the quality of information they received from their Local Authority about how they can encourage parents of eligible children to apply was good. At the same time, as seen in chart 3.5, a notable proportion (around one in six) gave a poor rating to each of these types of information from their Local Authority.

Chart 3.5 Quality of information received from Local Authority (group-based)



Base: Group-based applicants (355)

Source: How good or poor was the quality of information that you received from your Local Authority about how you can...

Over half (56%) of group-based applicants were satisfied with the overall support from their Local Authority regarding EYPP, although one in six (17%) were dissatisfied. Satisfaction was higher among those who knew a lot about EYPP (68%), which may either indicate that they received sufficient support and information from their Local Authority or that they had enough knowledge to be self-sufficient and did not need to approach their Local Authority for so much support during the process. Satisfaction was higher among those who had received funding within fewer than 10 weeks of making an application (66%) than among those for whom it took 10 or more weeks (47%).

There was a similar balance of satisfaction with the time it took to receive funding from the time of application, with 54% satisfied and 21% dissatisfied. Three in ten (31%) were paid within 4 weeks of submitting an application, 34% were paid between 5 and 9 weeks, and 13% between 10 and 14 weeks. Only 1% of those who received funding said it took 20 or more weeks to receive it.

Satisfaction with the time it took to receive funding was higher for those who received it within fewer than 10 weeks after making the application (62%) than those who it took 10 or more weeks to receive (35%). Satisfaction with the time it took to receive funding decreased the greater the number of children that applications were made for (it should be noted that it generally took longer for larger-volume applicants to receive funding). Satisfaction with time taken fell from 61% among those who applied for funding for fewer than 5 children to 55% of those who applied for 10 or more. Thirty-seven per cent of those who applied for 20 or more children for EYPP funding had to wait 10 or more weeks from submitting an application to receiving the funding.

Two-thirds (64%) of group-based applicants said that they could submit applications online to apply for EYPP funding. While base sizes for regions are relatively small, those in the East of England¹⁹ were significantly more likely to say that they could apply online (74%).

Applicants were asked when their Local Authority had paid their most recent EYPP funding and when they would prefer to receive funding (table 3.5). While the most recent payment varied across the term, there was a clear preference for receiving funds at the beginning of term (70%).

Table 3.5 When applicants received funding and when they would prefer to receive it (group-based)

	When received most recent funding %	When would prefer to receive funding %
At the beginning of term	22%	70%
At half-term	27%	15%
At the end of term	29%	5%
Don't mind	n/a	8%
Haven't been paid yet	12%	n/a
Other	2%	1%
Don't know	8%	1%
<i>Base (unweighted)- Providers that received EYPP funding</i>	291	291

Source: When did your Local Authority pay your most recent EYPP funding? And when would you prefer that your Local Authority paid your EYPP funding?

School-based providers

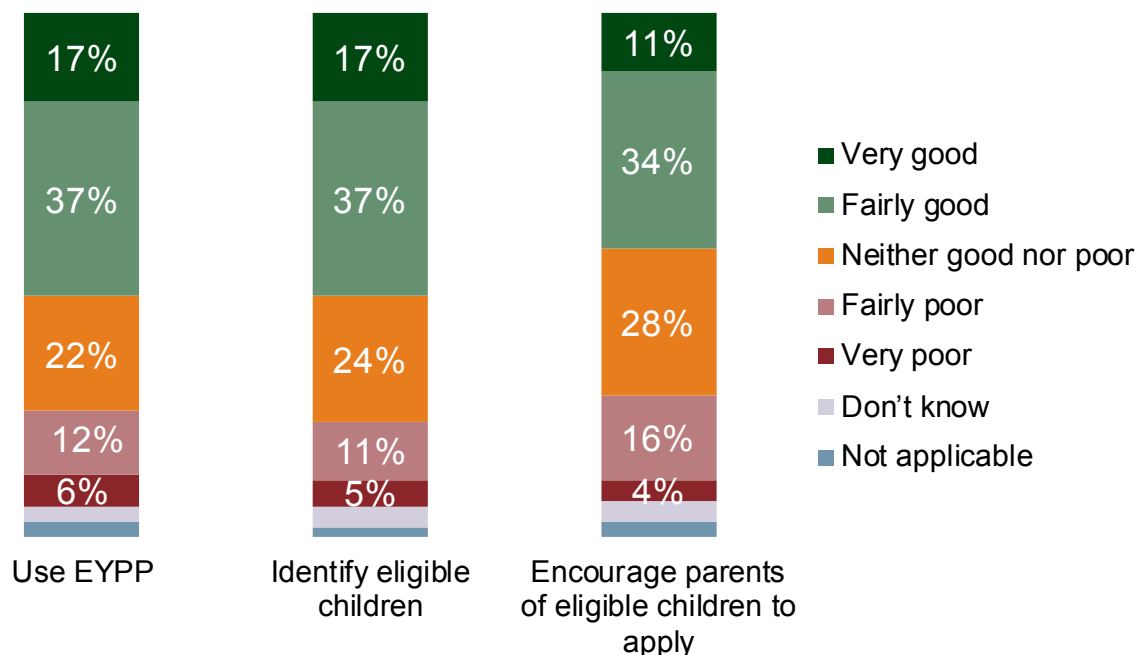
School-based providers were posed the same questions asking them to rate the quality of information received and then their satisfaction with the overall level of support from their Local Authority.

Over half of school-based applicants rated positively the quality of information they received from their Local Authority about how they can use EYPP (54%), and how they can identify children eligible for EYPP (54%). However, a lower proportion (45%) thought that the quality of information they received from their Local Authority about how they can encourage parents of eligible children to apply was good. Relatively similar proportions gave a poor rating to the quality of information about how they can use EYPP (19%), how they can identify eligible children (16%), and how they can encourage parents of eligible children to apply (20%).

¹⁹ Base = 51.

Schools that had received a smaller amount of EYPP funding (less than £1,000) were significantly more likely than those who had received £1,000 or more to give a poor rating to the quality of information about how they can use EYPP (22% compared with 10%), how they can identify eligible children (22% compared with 9%), and how they can encourage parents of eligible children to apply (26% compared with 13%).

Chart 3.6 Quality of information received from Local Authority (school-based)



Base: School-based applicants (413)

Source: How good or poor was the quality of information that you received from your Local Authority about how you can...

Over half (55%) of school-based applicants were satisfied with the overall support from their Local Authority regarding EYPP, although one in five (18%) were dissatisfied. Satisfaction was higher among those who received more than £1,000 in funding (67%) and those who knew a lot about EYPP (63%). There was little variation by other sub-groups.

Just one in ten (9%) applicants who had received funding were dissatisfied with the amount of time it took to receive funding from their Local Authority (compared with 21% of group-based providers who were dissatisfied with the time taken to receive funding). However, around half (45%) of school-based applicants did not know how long it took for them to receive funding from when they submitted their application for funding, which contrasts with 20% of group-based providers being unaware. One-third (34%) of school-based providers were aware that it was less than 10 weeks, 15% waited 10 to 14 weeks, 3% for 15 to 19 weeks and 4% for 20 weeks or more. Those who applied for EYPP funding for 20 or more children were twice as likely to have to wait 20 weeks or more to receive funding (8% waited this long).

Half (48%) of school-based applicants said that they could submit applications online to apply for EYPP funding. Perhaps showing that EYPP is a relatively new funding scheme, a higher proportion did not know if they could submit applications online (29%) than said that they could not do this with their Local Authority (23%). Similar to group-based providers, base sizes for regions are relatively small, but those in the East of England²⁰ were significantly more likely to say that they could apply online (68%).

Applicants were asked when their Local Authority had paid their most recent EYPP funding and when they would prefer to receive funding (table 3.6). While the most recent payment varied across the term, there was a clear preference for receiving funds at the beginning of term (65%).

Table 3.6 When applicants received funding and when they would prefer to receive it (school-based)

	When received most recent funding %	When would prefer to receive funding %
At the beginning of term	27%	65%
At half-term	12%	6%
At the end of term	20%	4%
Don't mind	n/a	18%
Haven't been paid yet	9%	n/a
Other	4%	1%
Don't know	29%	5%
<i>Base (unweighted)- School-based providers that received EYPP funding</i>	352	352

Source: When did your Local Authority pay your most recent EYPP funding? And when would you prefer that your Local Authority paid your EYPP funding?

²⁰ Base = 54.

Childminders

The perceived quality of information that childminders received from their Local Authority varied widely. Some childminders suggested that the quality of information and the catering of training to their needs varied from borough to borough, depending on the Local Authority's attitude to childminders. Childminders that had worked in more than one borough were particularly conscious of this.

"They're very much 'hands off' here whereas in [previous Local Authority] it was very 'hands on'... They need to publicise more that childminders can receive the funding." – Childminder 10

Childminders reported a range of methods that Local Authorities used to inform providers about EYPP funding. Some Local Authorities relied on sending out leaflets or information packs to providers, whereas others ran information sessions and training courses for participants. Satisfaction with the quality of resources and training varied across boroughs, although the Local Authority's attitude towards childminders was again seen to have an influence. Some Local Authorities pro-actively contacted childminders to invite them to EYPP training and information sessions, whereas others only signposted childminders to sessions after the childminder had contacted the council to enquire.

"[The information email] was basic but it was straightforward. You probably didn't need to know any more. If you know the criteria, then at that point you've got what you need to know." – Childminder 6

Another common criticism of training and information sessions was that they were usually held at times to suit group and school-based settings (i.e. late afternoon). Some childminders wanted these sessions to also be held in the evening. The 1 childminder whose borough had held an evening training session was grateful for it.

"It would be better if they did more training at times which suited childminders rather than 4pm in the afternoon and think that's night time... it's 7 o'clock onwards." – Childminders 14

"They did one [training] during the day and one during the evening which was perfect because I could go to the evening one." – Childminder 11

The timing of receipt of EYPP funding appeared to vary across Local Authorities, with childminders receiving funding at different points in the term. However, the most common preference was for the payments to be made termly and at the start of each term for a number of reasons. Some childminders suggested this was preferable to avoid them having to pay for resources out of other funds and wait for EYPP funding to arrive later in the term to replenish this. Others who received EYPP funding in the middle, or at the end of term, suggested this made little sense when some children would be leaving their setting at the end of that term (e.g. to attend school). Other childminders pointed to how quickly children's preferences can change in the school holidays and therefore receiving

EYPP funding at the start of term allowed them to cater to the child's current needs and interests. Spending this money at the start of term avoided the potential pitfall of purchasing resources at the end of term only for them not to be relevant to the child any longer after a school holiday.

"If you've not got the money at the beginning to be able to buy the resources in the first place to buy the things needed for this particular child, they're not benefitting from it because they might leave you." – Childminder 20

"I had a child that had got the EYPP, it was paid to me at the end of July and she's leaving because she's going to school... she's leaving in 2 weeks... If you're ordering special resources online and they take time to come, you want that child to benefit from them for as long as possible." – Childminder 31

Some childminders expressed preference for EYPP to be paid monthly to allow them to plan its use more effectively. However, others suggested that this would be too small a monthly payment to make any significant difference. Others expressed a preference for EYPP to be paid as an annual lump sum so more expensive resources or training could be purchased. However, others were concerned that this may lead to them paying money back if a child left their setting before the end of the school year after only 1 or 2 terms.

Chapter 4 How settings used EYPP funding

This chapter explores how providers have used the EYPP funding that they have received. It identifies what providers spent the funding on, in which areas they focused their support and which children had benefitted from it, as well as exploring how they made their spending decisions. This chapter also looks at other types of funding providers have received to support disadvantaged children.

Key findings:

Group-based and school-based providers

- Group-based providers had received on average £1,157 EYPP funding in the last 12 months. Close to half (47%) received less than £1,000 and one in four (23%) received £1,000 or more²¹
- On average, school-based providers had received £3,490 EYPP funding in the last 12 months. A quarter (27%) had received less than £1,000, while over a third (35%) had received £1,000 or more²²
- Reflecting their larger volume of applications and eligible children, group-based and school-based providers in the 30% most deprived areas tended to have received a higher amount of EYPP than those in the 70% least deprived areas
- Group-based providers most commonly used EYPP to buy literacy and numeracy resources (75%), enable existing staff to provide more targeted support (66%) and for staff training and development (65%)
- School-based providers reported using EYPP in the same 3 most frequently occurring ways as group-based providers, although in different proportions - to enable existing staff to provide more targeted support (75%), to buy literacy and numeracy resources (54%) and for staff training and development (51%)
- For each resource purchased with EYPP funding, providers were asked what they would have done without the EYPP funding. Across all resources purchased, without EYPP, group-based providers would not have offered 18% of the resources. School-based providers said the same for 12% of the resources purchased with EYPP. Two in five (41%) resources purchased by group-based providers and 45% of school-based providers' resources would have still been offered but in a reduced form. A similar proportion of resources would have been

²¹ 31% of group-based providers who received EYPP funding could not provide a figure when asked how much EYPP funding they had received

²² 38% of school-based providers who received EYPP funding could not provide a figure when asked how much EYPP funding they had received

funded from another source (41% of resources purchased by group-based providers and 43% of those purchased by school-based providers)

- Providers were most likely to say that the resources purchased with EYPP funding benefitted any child in the setting. This was the case for 60% of the resources purchased by group-based providers, and 48% of those purchased by school-based providers. A further 18% of resources bought by group-based and 26% of those bought by school-based providers were felt to have benefitted all children from a disadvantaged background
- Providers most commonly decided how to use EYPP in their setting by assessing the needs of the child receiving EYPP - 57% of group-based and 45% of school-based providers, often in response to feedback from staff (34% group-based and 25% school-based)

Childminders

- Childminders typically reported having received £100 - £300 of EYPP funding in the last 12 months
- All of the childminders who received EYPP interviewed in this research decided how to spend it by assessing the needs of the child. They most commonly reported using EYPP funding to provide resources for their setting, with some using funding to provide staff training or to pay for the EYPP-eligible child or children to go on outings
- Where childminders had spent EYPP funding on resources or training, it was common for them to suggest they would have found cheaper alternatives or deferred purchase had the funding not been available. However, where EYPP was spent on trips or activities, childminders reported these were dependent on the funding being available

4.1 Amount of EYPP funding received

Group-based providers

Group-based providers who received EYPP funding received £1,157 on average. Close to half (47%) received less than £1,000, with one in four (23%) receiving £1,000 or more. Three in ten group-based providers did not know how much EYPP funding their setting had received in the past 12 months (31%).

As shown in chapter 3.4, providers in the 30% most deprived areas made applications, and received funding for, a higher amount of children than those in the 70% least deprived areas. Providers in the 30% most deprived areas received £1,658 funding on average compared with £918 for those in the 70% least deprived areas. They were more than twice as likely to receive more than £1,000 (36%) as those in the 70% least deprived areas (14%). Smaller settings, with 1-49 registered childcare places (52%) or 1 to 10 paid staff (53%), were more likely to receive less than £1,000 than those with more than 50 registered places (39%) or more than 11 paid members of staff (41%).

School-based providers

On average, school-based providers who received EYPP funding had received £3,490 in the last 12 months. Over a third of schools (35%) reported having received £1,000 or more in the past 12 months, whereas a quarter of schools (27%) had received less than £1,000. Close to four in ten (38%) school-based respondents did not know how much EYPP funding their school had received in the past 12 months.

As discussed in chapter 3.4, there were differences between the number of applications submitted for schools in the 30% most deprived areas and those in the 70% least deprived areas. Schools in the 30% most deprived areas received £4,520 on average, whereas those in the 70% least deprived areas received an average of £2,550 over the past year. They were much more likely to receive £1,000 or over (45%) than those in the 70% least deprived areas (26%).

As would be expected, smaller schools, who made fewer applications on average, received less funding than larger schools.

Childminders

The childminders interviewed typically reported having received EYPP funding between £100 and £300 in the last 12 months. These figures cannot be compared like-for-like with the quantitative findings for group-based and school-based providers, however it is unsurprising that responses suggest lower levels of EYPP funding received for childminders as they look after fewer children in their settings.

As childminders' settings received less funding than school- and group-based providers, EYPP was more commonly seen as a 'nice to have' than a key funding stream. Subsequently, there were few strong opinions either way on the amount received, with childminders typically happy to be receiving the amount they had. However, a small number did suggest it was not very much money and that more could be done given the disparity in life chances for those children eligible for EYPP.

*"It's very low considering... you can predict a child's outcomes by age 4 as to where they'll be at 40. So when we're talking about closing the gap in education for some children from disadvantaged families, we're talking very low." –
Childminder 12*

4.2 How EYPP funding was used²³

In other areas of this report the group-based and school-based information is presented separately as these 2 provider types are quite different. In particular, school-based providers are more likely to be in the 30% most deprived areas (44% compared with 25% of group-based providers) and 81% of school-based providers had previously applied for EYPP compared with 63% of group-based providers. As discussed in the previous section, school-based providers were more likely to have applied for EYPP for a larger number of children and to have received a larger amount of EYPP funding. Given the volume of data, in the remainder of this chapter the group-based and school-based information is presented side-by-side to aid the reader when looking at similarities and differences in the ways in which EYPP is invested. However, caution should be applied when making comparisons as, in this descriptive analysis, it is not possible to identify the extent to which differences may be related to the greater level of EYPP funding received by school-based settings, or differences in the nature of group-based and school-based settings.

²³ In sections 4.2 – 4.5 we do not individually discuss those items selected by less than 50 respondents. Therefore, we exclude discussions about the following for group-based providers: recruit additional staff (n=19); recruit language expert (n=16); recruit speech therapist (n=27); recruit numeracy expert (n=15). For school-based providers we exclude: recruit numeracy experts (n=25). We do however include these responses in discussions based on the aggregate data.

Providers who had received any EYPP funding were asked how they had used the funding in their setting using the pre-coded list shown in table 4.1.

Group-based providers

Three-quarters (75%) of group-based providers used EYPP funding to help them buy literacy and numeracy resources such as books. A majority also used the funding to help existing staff provide more targeted support for children receiving EYPP (66%), pay for staff training and development (65%) and buy outdoor resources such as playground equipment or learning equipment (52%). On average group-based providers used EYPP funding for 3 of the ways of supporting disadvantaged children shown in table 4.1.

School-based providers

Similar to group-based providers, the majority of school-based providers who received EYPP funding (75%) used it to enable existing staff to provide more targeted support for children in receipt of EYPP. Many used the funding to help them buy literacy and numeracy resources (54%), to support staff development (51%) and/or buy outdoor resources (44%) (table 4.1).

Table 4.1 How providers used the EYPP funding received in the past 12 months

How setting used EYPP funding	Group-based providers %	School-based providers %
Used existing staff to provide more targeted support to children receiving EYPP	66%	75%
Bought literacy and numeracy resources	75%	54%
Staff training and development	65%	51%
Bought outdoor resources	52%	44%
Supporting home learning environment and parental engagement	40%	35%
Funded extra sessions for eligible children	18%	21%
Recruited additional staff	14%	28%
Recruited or hired the services of speech therapists	10%	29%
Recruited or hired the services of language experts	10%	22%
Recruited or hired the services of numeracy experts/advisers	5%	7%
Fund extra activities	5%	2%
Haven't used it yet	4%	3%
Other	13%	10%
Don't know	*	7%
Refused	-	*
<i>Base (unweighted)- providers that received EYPP</i>	291	352

Source: In which, if any, of the following ways have you used EYPP funding in your setting in the past 12 months?

Group-based providers

There was a direct relationship between the amount of EYPP funding received and the number of categories of support that EYPP funding helped support (see table 4.2 below). This suggests that providers that received more EYPP funding invested into a broader range of things (as opposed to, for example investing more money into just 1 thing). As discussed in section 4.6 later in this chapter, this may reflect the tendency for providers to base their EYPP funding decisions on the particular needs of the individual child.

School-based providers

School-based providers who received more EYPP also tended to invest in a broader range of resources (see table 4.2 below).

Table 4.2 Mean number of items funded by EYPP funding by amount received

Amount of EYPP funding received	Mean number of categories used EYPP for	Mean number of categories used EYPP for
	Group-based providers	School-based providers
Less than £500	2.7	2.0
£500 to £999	3.8	2.7
£1,000 to £2,499	4.9	4.1
£2,500 or more	4.7	5.0
Don't know	3.6	3.7
<i>Base (unweighted) - providers that received and used EYPP</i>	291	352

Source: In which, if any, of the following ways have you used EYPP funding in your setting in the past 12 months?

Group-based providers

Group-based providers most commonly reported that they focused the resources funded by EYPP on early language and communication (85%), personal, social and emotional development (PSED) (78%) and Continual Professional Development (CPD) for staff (63%). This is shown in table 4.3.

School-based providers

As shown in table 4.3, a similar proportion of school-based providers most frequently reported that they focused the EYPP funding in early language and communication (86%). The second most common area was also personal, social and emotional development (PSED), although the proportion of school-based providers investing in this area was lower than group-based (62% and 78% respectively).

Table 4.3 Areas where providers focused their support funded by EYPP

What area setting focused their support	Group-based providers %	School-based providers %
Early language and communication	85%	86%
Personal, social, emotional development (PSED)	78%	62%
Continual Professional Development (CPD) for staff	63%	46%
Physical development	56%	35%
Literacy, or supporting reading and writing	51%	55%
Mathematical development or numeracy	51%	35%
Supporting home learning or parental engagement	45%	37%
Self-regulation	30%	28%
No particular area	2%	2%
Other	6%	3%
Don't know	1%	2%
Refused	-	-
<i>Base (unweighted)- providers that received and used EYPP</i>	264	308

Source: In which, if any, of the following areas did you particularly focus your support?

Childminders

Many childminders used EYPP funding to improve the resources they had in their setting. Childminders reported purchasing a wide range of resources, including toys, outdoor play resources, electronics, specialist clothing and equipment (e.g. roller blades, ballerina shoes), and educational books and flashcards. There were also instances of childminders purchasing resources for the child to have in their own home due to a lack of stimulation in their home environment. Resources were typically chosen to address a particular interest or development need of the EYPP eligible child.

"He lacked a lot of hand-eye co-ordination. So it would be like building blocks, things that link together, puzzles and that type of thing." – Childminder 4

"The majority of the first 2 payments actually went towards providing resources for the child in its own home. The child had nothing in its own home." – Childminder 15

Some childminders also used some or all of the funding to pay for activities and trips. In some instances, parents whose children were receiving EYPP wouldn't be asked by a childminder to fund a day trip or activity with the rest of the children as EYPP funding would cover their costs (e.g. transport, entry fees). In other instances, childminders used EYPP funding to pay for annual passes to local attractions (e.g. zoos) so that the child could benefit from the stimulation this provided either with the childminder or a parent.

"For her, I don't charge for meals as that comes out the early years pupil premium and I don't charge her parents for any trips or anything like that because that all comes out the pupil premium for her." – Childminder 27

Some childminders have used EYPP funding to pay for training for themselves or other childminders or childminding assistants that work in their setting. In some instances, EYPP funding was used to pay for training that had previously been provided for free by the Local Authority. Again, training provided would be related to the EYPP eligible child's needs. For example, some used EYPP funding to pay for communication and speech training if their EYPP-eligible child or children needed further development in this area.

"For me it's important that all people in my setting have training that supports development of children. And because they're working alongside the child I felt it's beneficial to use it for training, which obviously impacts the child and then future children." – Childminder 12

4.3 Who benefitted from items funded by EYPP?

Providers who received funding were asked which children benefitted from the items they had spent EYPP funding on to understand whether it was primarily a specific child in receipt of EYPP, all children in receipt of EYPP, all children from a disadvantaged background or all children at the setting. It is clear that in many cases the benefits of EYPP funding extend to a broader range of children than simply those who are the basis of the funding decision.

Group-based providers

Overall, it was most common for group-based providers who received funding to use the items or resource to benefit all children in the setting (60%) (see table 4.4), rather than any specific child, or just the children who received funding from EYPP. However, as discussed below table 4.4, it did depend on the type of item or resource purchased.

School-based providers

Similar to group-based providers, school-based providers were most likely to say that the EYPP funding benefitted any child at the setting (see table 4.4). The proportion was lower than group-based providers, at 48%, while a greater proportion said that the EYPP funded resource benefitted all children from disadvantaged backgrounds (26% compared with 18% of group-based providers).

Table 4.4 Which children benefitted from the item or resource funded by EYPP

Which children benefitted from items and resources bought by EYPP funding	Group-based providers %	School-based providers %
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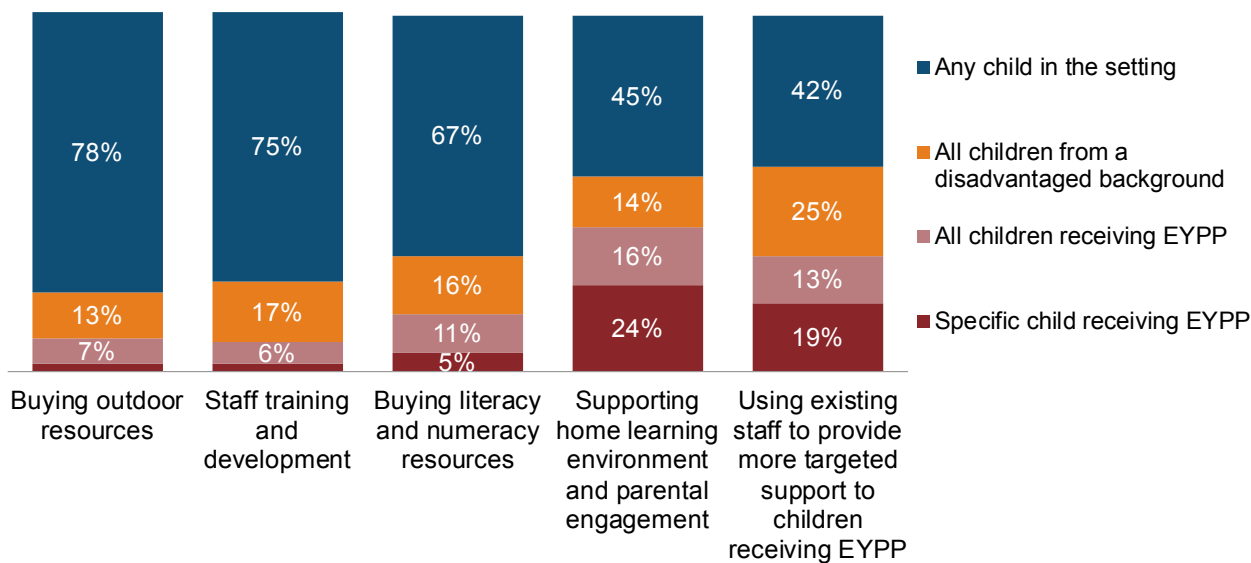
Any child at the setting	60%	48%
All children from disadvantaged backgrounds or with particular needs regardless of whether they receive EYPP funding or not	18%	26%
All children receiving EYPP funding	11%	15%
Just the specific child who received the EYPP funding	10%	10%
Other	*	1%
Don't know	*	*
Refused	-	*
<i>Base (unweighted) - providers who have received and used EYPP</i>	279	352
<i>Total number of items</i>	985	1209

Source: You said you used EYPP funding for [answer code 2 - 10 in Q053] who has benefited from this?

Group-based providers

Those providers who had bought outdoor resources, supported staff training and development and those who had bought literacy and numeracy resources such as books were very likely to say that this had benefitted all children at the setting (78%, 75% and 67%, respectively). With regards to supporting the home learning environment and using existing staff to provide more targeted support, group-based providers still reported that all children in the setting were benefitting from these resources, albeit to a slightly lesser extent (45% and 42%, respectively).

Chart 4.1 Children who benefitted from resources bought with EYPP funding (group-based)



Base: Used existing staff to provide more targeted support to children receiving EYPP (190), Buying literacy and numeracy resources (220), Buying outdoor resource (154), Staff training and development (195), Supporting home learning environment and parental engagement (116).

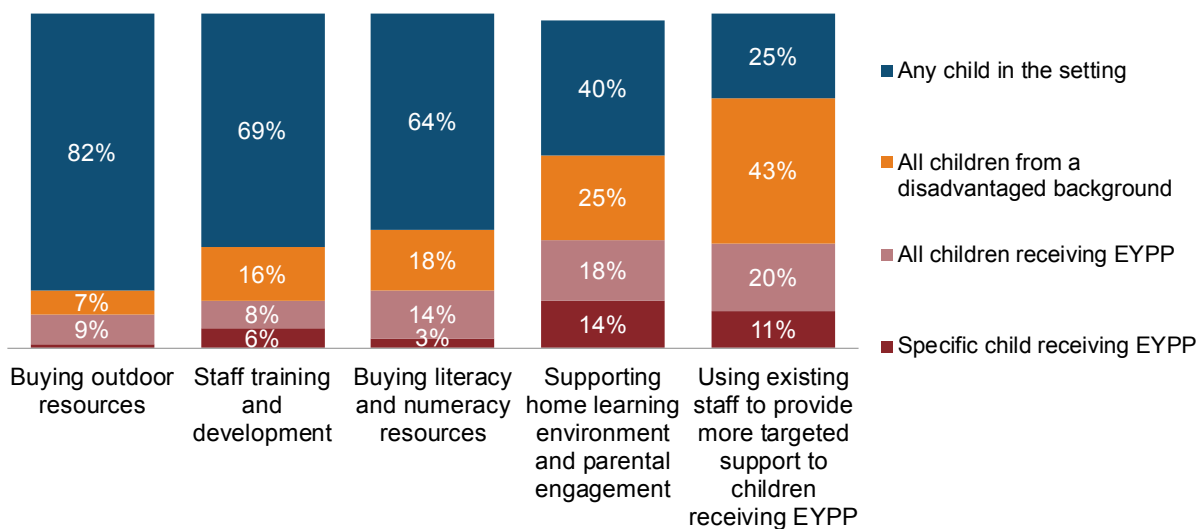
Source: You (also) said you used EYPP funding for [answer code 2 - 10 in Q053] Who has benefitted from this? Is that...

School-based providers

Again, who benefitted in school-based providers varied by type of item or resource purchased. This was particularly the case for school-based providers who had bought outdoor resources (82%), supported staff training and development (69%) or bought literacy or numeracy resources (64%), with large proportions agreeing that all children in the school had benefitted from these resources. Several school-based providers also agreed this was the case for supporting the home learning environment and parental engagement (40%).

Just under three tenths of school-based providers (28%) stated that recruiting or hiring the services of language experts had benefitted all children at the setting while a quarter (27%) said it had benefitted a particular child in receipt of EYPP or all children from disadvantaged backgrounds (27%).

Chart 4.2 Children who benefitted from resources bought with EYPP funding (school-based)



Base: using existing staff to provide more targeted support to children receiving EYPP (267) recruiting additional staff (98) recruiting or the services of language experts (75) recruiting or hiring the services of speech therapists (99) buying literacy and numeracy resource buying outdoor resource (156) staff training and development (179) supporting home learning environment and parental engagement Source: You (also) said you used EYPP funding for [answer code 2 - 10 in Q053] Who has benefited from this? Is that...

Childminders

In childminders' settings, there was a clear focus of EYPP funding on the needs and interests of the EYPP-eligible child. In some instances other children would benefit from resources or training that were bought with EYPP money, but these were secondary to the needs and interests of the EYPP recipient child. For instance, if an EYPP child had a particular development need that other children at the setting also shared, training or resources might be concentrated in this area to maximise the impact of EYPP funding.

"All the children benefitted from it. It was spent for 1 child but it was spent so that all the children can get involved as well. I didn't want this child to feel singled out."
 – Childminder 4

Where EYPP funding was used to buy resources for a setting, other children were not excluded from using these resources to maintain an inclusive environment in settings. In 1 instance, the sharing of resources was directly beneficial to the EYPP-eligible child. EYPP funding was used by 1 childminder to buy multicultural books and dolls on behalf of an EYPP-eligible child who was the only child in their setting from a minority ethnic background. By sharing these resources amongst the entire setting, the childminder believed it helped this particular child to feel more included within their setting and be more accepted by the other children.

*"It has bought group activities together for [the EYPP-eligible child]." – Childminder
20*

In contrast to training and resources, EYPP funding spent on trips and access to attractions was typically spent solely on the EYPP eligible child. If spent on an annual pass, this would only be eligible for that particular child. If spent on individual activities or trips, EYPP funding was typically used to waive the need for the child's parent to pay whereas other children's parents would be asked to pay.

4.4 How providers managed the EYPP funding

Group-based providers

It was very unusual for group-based providers to pool EYPP funding with other providers, with 95% stating they had not done so. Only 4% had pooled some or all of their EYPP funding with other providers.

School-based providers

Overall, most school-based providers did not pool their EYPP funding with other providers to fund any of the items or resources they bought with EYPP funds (83%). For some items or resources pooling funds with other providers was slightly more common. One in five had pooled some (15%) or all (7%) of their EYPP funding with other providers to recruit or hire the services of language experts. A similar proportion had pooled some (18%) or all (4%) of their EYPP funding with other providers to recruit or hire the services of speech therapists.

School-based providers who received Pupil Premium were also asked whether they had pooled this with their EYPP funding. For most of the items asked about, providers who received both EYPP and the Pupil Premium had pooled some of the EYPP funding with the Pupil Premium (44%). Around one in ten (14%) stated that they had pooled all their EYPP funding with the Pupil Premium, while four in ten (40%) had not pooled any EYPP funding with the Pupil Premium.

The item where most providers pooled their EYPP funding with their Pupil Premium funding was for using existing staff to provide more targeted support for children in receipt of EYPP. A quarter (25%) had pooled all of the EYPP funding with Pupil Premium and 44% had pooled some of the EYPP funding with Pupil Premium to use existing staff to provide more targeted support.

Childminders

None of the childminders spoken to as part of the research had pooled their EYPP funding with other providers. When the idea of pooling funding with other providers was raised, many childminders were open to the idea if it could work practically. However, many of those who were open to it were wary that shared physical resources may be damaged in other settings before it was their setting's turn to have the resources. Some suggested it may be more effective to pool funding for a training course or a joint outing with children from several settings as these weren't objects that could be physically damaged.

"It's a good idea... but I don't think I'd want to be committed to something where I don't have overall control." – Childminder 10

4.5 Whether EYPP covered funding in full and what providers would have done if they had not had this funding

Group-based providers

In order to explore the additional resources that EYPP was helping childcare providers offer to disadvantaged children, providers were asked whether EYPP had covered the cost of each item that EYPP helped fund in full, or whether they had to supplement it from another source.

Overall, across all the items asked about EYPP funding had covered the costs in full for 30% of items or resources purchased by group-based providers.

- Between 30% and 40% agreed that EYPP had covered their costs in full with regards to supporting the home learning environment and parental engagement (38%), buying literacy and numeracy resources (37%) and staff training and development (33%)
- A quarter (27%) agreed that EYPP had covered the costs for using existing staff to provide more targeted support
- Similarly, 23% agreed that EYPP had covered the costs of buying outdoor resources in full

Overall, 18% of resources would not have been offered at all if EYPP funding had not been available. A further two fifths (41%) of resources would have only been offered in a reduced form and a similar proportion (41%) of resources would have been funded from another source.

In general, providers who stated a resource had benefitted a specific child in receipt of EYPP (26%) or all children in receipt of EYPP (28%) were more likely to say they would not have been able to offer the resource without EYPP (compared with 18% overall).

Group-based providers were more likely to say that they would have funded the resource from other sources if it had benefitted all children in general (44%) or all children from a disadvantaged background (43%) than if it had benefitted all children in receipt of EYPP (27%) or specific children in receipt of EYPP (31%).

Detailed tables are included in appendix 1.

School-based providers

School-based providers were asked whether EYPP had covered the cost of each item that EYPP helped fund in full, or whether they had to supplement it from another source. They tended to be less likely to agree that EYPP had covered the costs in full than group-based providers.

- More than eight in ten (83%) resources were supplemented with money from another source, while 15% of resources were covered by EYPP in full
- The 2 items that school-based providers most commonly agreed had been covered in full by EYPP were support for the home learning environment (26%) and literacy and numeracy resources (19%)

When asked what they would have done without EYPP funding, 12% of the resources purchased with EYPP would not have been offered at all. Approaching half (45%) of resources would have been offered in a reduced form, while 43% of items would have been funded from another source.

If EYPP had not been available, school-based providers were most likely to fund resources from another source if it had benefitted all children in the setting (48%, compared with 43% overall). Where EYPP had funded items benefitting specific children, school-based providers were more likely to say they would not have been able to offer it without EYPP funding (20%, compared with 12% overall).

Please see appendix 1 for detailed tables showing whether EYPP funding was pooled with Pupil Premium or with other providers for each resource and the extent to which EYPP covered the cost of each resource.

Childminders

Childminders reported they had not had to use additional funds to purchase what they spent EYPP funding on. The approach most childminders took was to see how much funding they received and then think about what they could best do to support an EYPP eligible child's needs and interests.

Childminders' responses varied as to whether they would have been able to carry out the same activities or buy the same resources had EYPP funding not been available. Whether the funding was spent on resources, trips, or training had an impact on whether they would have done the same thing anyway.

Some of those that used the funding to purchase resources for their setting suggested they would probably have bought the resources anyway out of their own funds. For these providers, the EYPP was seen as a 'nice to have' but was not a key funding stream. They would have put the interests of the children they were caring for first and purchased the necessary resources with or without the funding.

"I would have still done it but it would have come out of my own money. I don't think anything would be any different." – Childminder 9

"It doesn't matter to me whether I get the money or not, that's just a bonus. The children come first in my eyes so whatever I can do to support them." – Childminder 20

Some suggested they would have found a way of doing something similar to what they did had they not received EYPP funding. This included delaying purchasing the resources or training that they had spent EYPP funding on or finding cheaper alternatives (e.g. second hand resources, free training that was similar). For some, this was not seen as problematic, but others suggested that having brand new resources as opposed to borrowed or second hand ones had a large impact on the child that used them. For some EYPP children having new resources was exciting in itself and improved their engagement and confidence.

"She couldn't wait to start the dance class because she had the new tutu and the shoes." – Childminder 17

For some childminders, they would not have been able to do what they spent EYPP funding on had the funding not been available. This was more common where childminders had spent the funding on trips or activities as opposed to resources for their setting or training. However, this is not to say that childminders who spent the money in this way thought what they had spent money on was not impactful.

4.6 How providers decided how to use EYPP

Group-based providers

The majority of group-based providers (57%) who received EYPP funding decided how to use the funding by assessing the needs of the child receiving EYPP. As shown in table 4.5, it was also common for providers to decide based on feedback from staff about EYPP (34%), discussions with other professionals (23%) and existing priorities for children from disadvantaged backgrounds (22%).

School-based providers

As with group-based providers, the most common way that school-based providers decided how to spend EYPP funding was by assessing the needs of the individual child (45%). A quarter used feedback from staff (25%) or looked at the needs of the setting in general (23%) (table 4.5).

Schools in the 30% most deprived areas were almost twice as likely as those in the 70% least deprived areas to have decided how to use EYPP based on the needs of the setting in general (31% compared with 17%).

Table 4.5 How providers decided how to use EYPP funding

How setting decided how to use EYPP funding	Group-based providers %	School-based providers %
Assessed needs of the child receiving EYPP	57%	45%
Feedback from staff about EYPP	34%	25%
Discussions/ report from other professionals	23%	17%
Existing priorities for children from disadvantaged backgrounds	22%	20%
Needs of the setting in general	16%	23%
Feedback from parents more generally	14%	7%
Advice from the Local Authority	12%	4%
Feedback from the EYPP child's parents specifically about EYPP	11%	3%
Analysis of existing information/existing plan	2%	5%
Senior leadership team decided	1%	5%
Trustees	*	-
Other	4%	7%
Don't know	1%	7%
Refused	-	-
<i>Base (unweighted)- providers that received and used EYPP</i>	279	340

Source: How did you decide how the EYPP funding was used in your setting?

Childminders

Childminders' primary concerns when deciding how to use EYPP were the needs and interests of the EYPP eligible child. Some childminders suggested that the needs of other children were considered alongside these, but these were a secondary consideration at best. No childminders suggested that the needs of the general setting were their main consideration when deciding how to use EYPP funding. However, many were happy to discuss how the resources or training purchased with the EYPP eligible child in mind also benefited the other children in the setting.

"We wanted to choose not just for that child - mainly for that child - but so that all the children were included." – Childminder 14

The extent of parents' involvement with EYPP funding decisions largely depended upon the strength of the relationship between childminder and parent. Where childminders were close to parents, the decision may be made jointly or the childminder might ask for suggestions from the parent as to what the child enjoys doing at home. By contrast, some did not seek input from parents, suggesting that they might think the money should be going to them or that they would prefer to leave the decision to the childminder.

"The parents didn't have any great ideas of their own about how it was spent, so they were agreeable to go with the ideas that I suggested. But they did have a say. I did discuss it with them." - Childminder 1

"[The parents] would rather just leave it up to me or the early years team." – Childminder 25

Feedback given to parents on how EYPP was being used also varied between childminders. Some discussed feedback with parents informally when they came to collect their children, whereas others would produce termly reports that would be sent out to all parents. Others suggested that this level of detail was not necessary so long as parents knew their child was well and happy in the setting.

4.7 Feedback to parents

Group-based providers

Seven in ten (69%) group-based providers who had received EYPP funding had provided feedback to parents about how the funding was being used for their child whereas three in ten (30%) had not done so. Almost all who offered feedback offered it proactively (95%) rather than the parents asking for it (2%).

School-based providers

Over half of school-based providers offered feedback to parents about how EYPP was being used for their child (53%) whereas (43%) reported not providing such feedback. Of those who provided feedback, nine in ten (92%) did so proactively.

4.8 Whether received funding other than EYPP to support disadvantaged children

A quarter of group-based (26%) and school-based providers (23%) said they received funding other than EYPP from their Local Authority to support disadvantaged children²⁴ Table 4.6 shows the amounts received.

Table 4.6 Amount of funding other than EYPP received by providers from their Local Authority

Amount of other Local Authority funding received	Group-based providers %	School-based providers %
£0-249	6%	8%
£250-£499	6%	-
£500 - £749	5%	2%
£750 - £999	2%	1%
£1,000 - £2,499	12%	7%
£2,500 - £4,999	14%	4%
£5,000 - £9,999	3%	9%
£10,000 or more	5%	25%
Don't know	46%	43%
<i>Base (unweighted) - providers that received EYPP and funding other than EYPP</i>	140	117

Source: Apart from EYPP, how much funding did you receive from the Local Authority in the last 12 months to support disadvantaged children in your early years care?

²⁴ The survey did not collect the details of what this additional funding was due to length constraints.

4.9 How funding other than EYPP was used to support disadvantaged children

Group-based providers

Over a third of group-based providers who received other funding from the Local Authority (36%) had pooled this funding with EYPP. Of these, 16% pooled all of it and 20% pooled some of it. Sixty-three per cent said they did not pool other funding they received from the Local Authority with EYPP.

Table 4.7 shows how providers had spent their funding other than EYPP from the Local Authority to support children from disadvantaged backgrounds (this includes those who did and those who didn't pool this funding with EYPP). It is shown alongside the data discussed in section 4.2 on how they spent their EYPP funding. As for EYPP, the greatest proportion of group-based providers spent this additional funding on staff training and development (64%), numeracy and literacy resources (61%) and outdoor resources (57%) (see table 4.7 overleaf).

School-based providers

Over half of school-based providers who received other funding from the Local Authority (54%) had pooled this funding with EYPP. Twenty-two per cent of these providers had pooled all of it and 32% pooled some of it. Forty-three per cent said they did not pool other funding they received from the Local Authority with EYPP.

School-based providers were also most likely to use this additional funding in a similar way to EYPP funding:- use of existing staff to provide more targeted support (68%), fund staff training and development (60%) and buying literacy and numeracy resources (52%) (see table 4.7).

Table 4.7 How providers used funding from Local Authority to support children from disadvantaged backgrounds

How setting used funding	EYPP funding		Other funding	
	Group-based providers %	School-based providers %	Group-based providers %	School-based providers %
Bought literacy and numeracy resources	75%	54%	61%	52%
Used existing staff to provide more targeted support to children receiving EYPP	66%	75%	53%	68%
Staff training and development	65%	51%	64%	60%
Bought outdoor resources	52%	44%	57%	41%
Supporting home learning environment and parental engagement	40%	35%	43%	49%
Funded extra sessions for eligible children	18%	21%	32%	31%
Recruited additional staff	14%	28%	44%	37%
Recruited or hired the services of speech therapists	10%	29%	9%	36%
Recruited or hired the services of language experts	10%	22%	9%	27%
Recruited or hired the services of numeracy experts/advisers	5%	7%	5%	12%
Fund extra activities ²⁵	5%	2%	n/a	n/a
Haven't used it yet	4%	3%	5%	5%
Other	13%	10%	8%	15%
Don't know	*	7%	2%	2%
Refused	-	*	*	1%
<i>Base (unweighted)- providers that received EYPP / providers that received funding other than EYPP</i>	291	352	140	117

Source: In which, if any, of the following ways have you used EYPP funding in your setting in the past 12 months?

In which, if any, of the following ways have you used extra funding from the Local Authority in the past 12 months

²⁵ There were sufficient spontaneous references to 'fund extra activities' when asked if there were any other ways that the provider had used EYPP funding in the last 12 months at Q53 that this was added as a response code.

Group-based providers

Table 4.8 shows that the funding other than EYPP was spent in a similar manner to the EYPP funding, most commonly on personal, social and emotional development (93%), early language and communication (87%), Continual Professional Development (CPD) for staff (77%) and physical development (77%).

School-based providers

As for their EYPP funding, school-based providers were most likely to use their other funding on early language and communication (83%). A large proportion (76%) used this other funding to support literacy skills, which compares with 55% of school-based providers focusing their EYPP in this way.

Table 4.8 Areas where providers focused their support funded by EYPP / other funding

What area setting focused their support on	EYPP funding		Other funding	
	Group-based providers %	School-based providers %	Group-based providers %	School-based providers %
Early language and communication	85%	86%	87%	83%
Personal, social, emotional development (PSED)	78%	62%	93%	69%
Continual Professional Development (CPD) for staff	63%	46%	77%	54%
Physical development	56%	35%	77%	54%
Literacy, or supporting reading and writing	51%	55%	56%	76%
Mathematical development or numeracy	51%	35%	55%	61%
Supporting home learning or parental engagement	45%	37%	69%	53%
Self-regulation	30%	28%	61%	50%
No particular area	2%	2%	1%	2%
Other	6%	3%	14%	8%
Don't know	1%	2%	-	4%
Refused	-	-	-	-
<i>Base (unweighted)- Providers that received and used EYPP/ providers that received and used funding other than EYPP</i>	264	308	124	100

Source: In which, if any, of the following areas did you particularly focus your support?

Childminders

Hardly any childminders interviewed received funding other than EYPP to support disadvantaged children outside of merely paying for childcare hours. Many childminders interviewed received the early years funding for disadvantaged 2 year olds. However, as this paid the childminder's wages for the hours worked, it could not be spent on additional benefits for the child in the way EYPP is.

4.10 Working with other organisations to provide support to disadvantaged children

Group-based providers

Group-based providers were asked which other organisations they work with to provide support for children from disadvantaged backgrounds. As shown in table 4.9, the majority work with their Local Authority (91%), health partners (76%), local schools (70%) and children's centres (68%). Very few (4%) work with none of these organisations.

School-based providers

The majority of school-based providers also reported working with other organisations to support disadvantaged children, particularly health partners (89%), their Local Authority (88%) and local schools (76%).

Table 4.9 Which organisations providers work with to provide support for children from disadvantaged backgrounds

Which organisations provider works with to provide support for children from disadvantaged backgrounds	Group-based providers %	School-based providers %
Local Authority	91%	88%
Health partners	76%	89%
Local schools	70%	76%
Children centres	68%	58%
Other private, voluntary or charitable childcare providers	42%	39%
None of these	4%	2%
Don't know	-	*
Refused	*	-
<i>Base (unweighted) – all providers</i>	542	507

Source: Which, if any, of the following do you work with to provide support for disadvantaged children?

Childminders

Most childminders went to outside sources for information and guidance on how to provide an effective service. These included the Local Authority, professional bodies (e.g. PACEY²⁶) and informal groups of childminders that offer guidance to each other (e.g. Facebook groups). However, few involved other organisations to provide support directly to children from disadvantaged backgrounds. Where outside bodies were involved, these were typically for a child with specialist needs beyond the disadvantaged criteria that made children eligible for EYPP.

²⁶ PACEY were approached as part of our recruitment process, which may have led to more participants referencing PACEY than may otherwise have been the case.

Chapter 5 Providers' perceived impact of EYPP and future intention to apply

This chapter looks at providers' perceptions of the impact of EYPP on their setting and their future intention to apply for the funding. While this research did not attempt to apply a causal methodology to identify impact, this chapter still provides valuable information on providers' perceptions of their EYPP investment. It starts by exploring the ways in which providers assess the impact of EYPP and their level of confidence in their assessment methods²⁷. The final section in this chapter explores future intention to apply for and use EYPP.

Key findings:

Group-based and school-based providers

- EYPP is felt to have had a positive impact on providers' ability to provide care for disadvantaged children. Half (50%) of group-based providers and 59% of school-based providers agreed that they wouldn't be able to do as much without EYPP. Two-thirds (65%) of group-based and 73% of school-based providers said EYPP helped them to increase the services they provide to disadvantaged children
- Both group- and school-based providers used a range of methods to assess the impact of EYPP. This included discussions with staff and parents as well as observing and tracking children's progress
- Most providers agreed that they already had a focus on disadvantaged children before the introduction of EYPP (88% of group-based and 94% of school-based providers). More than half (54%) of group-based providers and close to three-quarters (73%) of school-based providers agreed that the introduction of EYPP has meant their setting puts more effort into helping disadvantaged children
- Future intention to apply for EYPP is almost universal amongst previous applicants, with 96% of group-based and 98% school-based providers saying that they are likely to apply in the next 12 months

²⁷ All Ofsted registered providers have to observe and track children's developments.

Childminders

- Childminders' methods of assessing impact were typically informal or incorporated into more general reviews of progress such as termly reports
- Amongst childminders the perceived impact of EYPP on eligible children varied. On the whole it was seen as more of a nice-to-have, although there was an example of a childminder identifying positive impact that they felt would not have been possible without the funding
- All childminders who had previously applied for EYPP said they would do so again, and the 3 who had not previously applied said they would if they had an EYPP eligible child in their care

5.1 Expected impact of EYPP for children

Group-based providers

Providers were asked what the main impact they expected to see for eligible children receiving EYPP funding in their setting was from the read-out list of options shown in table 5.1. It was most common that providers' main expected impact of EYPP was that it would improve the overall quality of the setting for all children (28%) or the main impact would be to improve the experiences of eligible children (25%).

Table 5.1 Expected main impact of EYPP on children (group-based)

Expected Main Impact of EYPP on Children	Group-based providers %
Improve the overall quality of the setting for all children	28%
Improve their experiences	25%
Improve their self confidence	15%
Widen their experience	13%
Support their parents to develop the home learning environment	7%
Aid child's development	3%
Improve language and communication skills	1%
Other	6%
Don't know	2%
Refused	-
<i>Base (unweighted)- providers that received EYPP</i>	355

Source: What is the main impact you expect to see for eligible children receiving EYPP funding in your setting?

School-based providers

School-based providers were asked the same question about the main impact they expected to see from a read-out list of options shown in table 5.2. It was most common for schools to expect that the main impact of EYPP would be to improve the experiences of eligible children (28%). School-based providers in the 30% most deprived areas were more likely (23%) to expect that EYPP would improve the overall quality of the setting for all children compared with those which are in the 70% least deprived areas (13%).

Table 5.2 Expected main impact of EYPP on children (school-based)

Expected Main Impact of EYPP on Children	School-based providers %
Improve their experiences	28%
Widen their experience	19%
Improve the overall quality of the setting for all children	17%
Improve their self confidence	15%
Support their parents to develop the home learning environment	5%
Aid child's development	2%
Improve language and communication skills	2%
Other	6%
Don't know	4%
Refused	*
<i>Base (unweighted)- providers that received EYPP</i>	413

Source: What is the main impact you expect to see for eligible children receiving EYPP funding in your setting?

Childminders

EYPP was generally regarded as having a positive impact on EYPP-eligible children but the level of impact reported varied greatly between childminders. Some childminders reported that EYPP spending had a positive impact on the child that would have been impossible without the funding. For example, 1 childminder felt the funding had a transformational effect on a child who had previously had no speech, who was able to speak in full sentences following the support of EYPP-purchased resources²⁸.

For others while EYPP had certainly had a positive impact it could potentially have been replicated had EYPP funding not been available. For example, in some instances, EYPP had enabled childminders to purchase higher quality or first-hand resources they would otherwise not have been able to buy. This was felt to have a greater impact on the children than lower quality or second-hand substitutes.

²⁸ These were educational toys and books for the child's home, bought in partnership with the parent and which the parent was otherwise unable to afford.

5.2 Methods of assessing the impact of EYPP

Providers were asked a series of questions about how they go about assessing the impact of EYPP. Note that all Ofsted-registered providers have to adopt methods to track children's development. This could be through various approaches such as discussions with staff and parents, conducting observations, using recorded evidence, development plans, etc. The methods discussed in this section, which are used by providers to assess the impact of EYPP, overlap with the methods used to track children's development more generally.

Group-based providers

As shown in table 5.3, group-based providers used a range of methods to assess the impact of EYPP such as discussions with staff, children, parents and external professionals as well as tracking the progress of children through a mix of methods.

Three-quarters (77%) of group-based providers who received EYPP funding tracked the progress of a group of children to assess its impact. Whilst most of the other methods of assessment showed no variation by sub-group (such as size of provider, or deprivation), this method of assessment was more common among larger providers. Almost nine in ten (88%) providers with 50 or more registered places tracked the progress of a group of children to assess the impact of EYPP. However, there was no difference between providers in the 30% most or 70% least deprived areas (both 77%).

Table 5.3 Methods of assessing impact of EYPP funding (group-based)

Method of Assessment	Group-based providers %
Discussions with staff	95%
Through observation of children	95%
Discussions with parents	94%
Tracking progress of individual children	93%
Using learning journals	93%
Through children's development plans	91%
Through recorded evidence such as videos of activities or photos	88%
Discussions with children	84%
Reports and discussions with external professionals	83%
Tracking progress of a group of children	77%
Other	5%
Don't know	3%
Refused	*
<i>Base (unweighted) providers that received EYPP</i>	355

Source: In which, if any, of the following ways are you assessing the impact of EYPP?

Providers who stated that they know a fair amount about EYPP were more likely to use reports and discussions with external professionals (88%) compared with those who only knew a little about EYPP (74%). It was also more common among providers with 50 or more registered places (93%) to use this method of assessment.

Discussions with children were also a common method used by 84% of the group-based providers. Providers with more than 10 paid members of staff (92%) were more likely to conduct discussions with children (92%) than providers with 5 to 10 paid staff (77%).

School-based providers

School-based providers also used a variety of methods to assess the impact of EYPP, as shown in table 5.4. More than nine in ten (95%) schools used tracking of individual children as their method of assessing the impact of EYPP.

Just fewer than nine in ten (88%) school-based providers conducted discussions with their staff to assess the impact of EYPP. Three-quarters (76%) of school-based providers used reports and discussions with external professionals to assess the impact of EYPP, although this varied by size. Two-thirds (65%) of the schools with fewer than 5 children in their nursery receiving EYPP used reports and discussions with external professionals while this increased to 80% among providers with more than 5 children receiving EYPP.

Table 5.4 Methods of assessing impact of EYPP funding (school-based)

Method of Assessment	School-based providers %
Tracking progress of individual children	95%
Discussions with staff	88%
Through observation of children	86%
Discussions with parents	85%
Through recorded evidence such as videos of activities or photos	82%
Using learning journals	78%
Through children's development plans	71%
Reports and discussions with external professionals	76%
Discussions with children	74%
Tracking progress of a group of children	71%
Other	5%
Don't know	4%
Refused	*
<i>Base (unweighted) providers that received EYPP</i>	413

Source: In which, if any, of the following ways are you assessing the impact of EYPP?

Childminders

Amongst childminders, assessing the impact of EYPP was generally done informally through observing changes in the child's character or behaviour. Some childminders that had a good relationship with parents also received informal feedback from them, particularly in instances when EYPP funding had been used to purchase resources for use in the child's home environment.

Some childminders referenced their use of learning journeys and pathways to assess the development of children in their care. However, these were used to monitor development more generally. Although they captured developments in children that may have been due to EYPP funding, they were not used to specifically assess the impact of this funding.

5.3 Providers' level of confidence in their ability to assess the impact of EYPP

Group-based providers

Four in ten (41%) group-based providers were confident about being able to assess the impact of EYPP (13% completely confident and 28% very confident), half (50%) were fairly confident and just under one in ten (9%) said they were not confident.

Providers with limited knowledge of EYPP were less likely to be confident about their ability to assess the impact of EYPP. Just over one in five (22%) providers who only knew a little about EYPP said they were confident while a larger proportion of providers who knew a lot and who knew a fair amount (57% and 45% respectively) were confident about their ability to assess the impact of EYPP.

Providers who were satisfied with the level of support they received from their Local Authority regarding EYPP were more likely to be confident in their ability to assess the impact of EYPP. Nearly half of those (47%) who were satisfied with the level of support from their Local Authority said they were confident about their ability to assess the impact of EYPP compared with those who were dissatisfied with the support they received where 30% said they were confident. Only a minority (5%) of providers who were satisfied with the level of support they received from their Local Authority were not confident in their ability to assess the impact of EYPP.

School-based providers

Over four in ten (43%) school-based providers said they were completely or very confident in their ability to assess the impact of EYPP, a similar proportion (45%) were fairly confident and one in ten (11%) said they were not confident.

Among school-based providers, those who knew a lot about EYPP and those who knew a fair amount were more likely to be confident about their ability to assess the impact compared with those who knew a little. Two-thirds (66%) of providers who knew a lot about EYPP and 44% of providers who knew a fair amount were confident while 30% of providers who knew a little said they were confident.

Childminders

Childminders were fairly or very confident in their ability to assess the impact of EYPP on their children. Those doing informal observations were just as confident in measuring impact as those who completed tracking reports or produced termly reports for parents. Some childminders implied that it was simple for them to keep track of children's development more informally, possibly due to the smaller numbers of children in a childminder setting compared to a group-based or school-based setting.

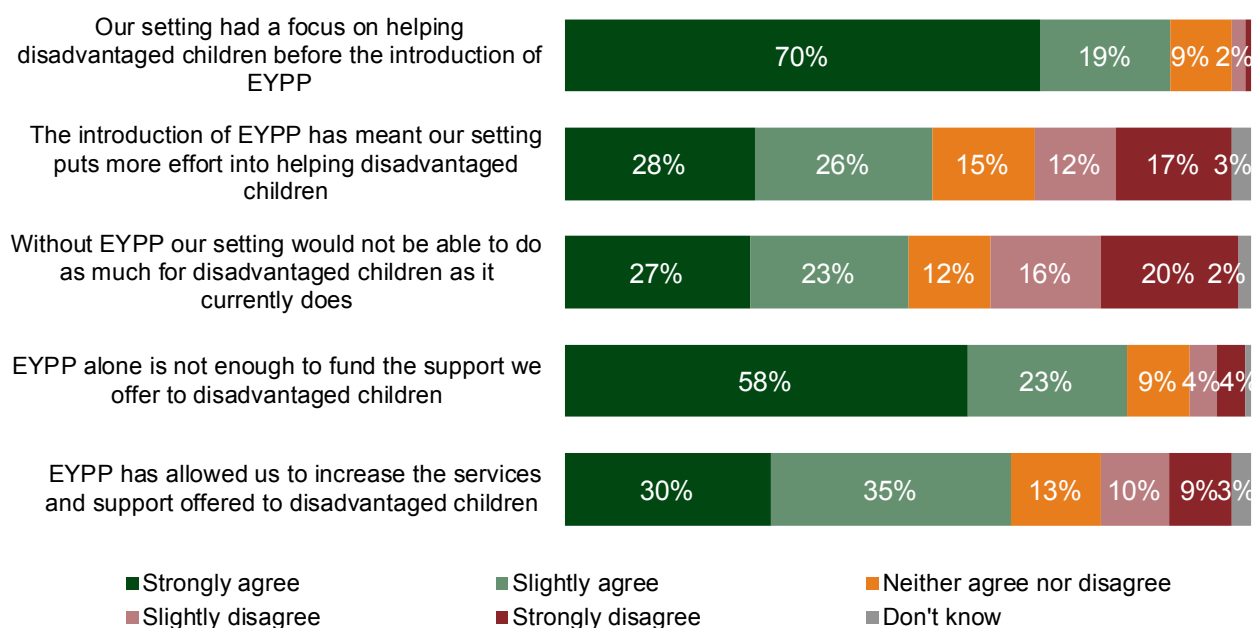
5.4 The perceived impact of EYPP on settings

Group-based providers

EYPP was felt to have a positive impact on the level of care for disadvantaged children offered by providers. Two-thirds (65%) agreed EYPP had allowed them to increase the services offered to disadvantaged children. Half (50%) of the group-based providers agreed that without EYPP, their setting would not be able to do as much for disadvantaged children. In addition, more than half (54%) agreed that introduction of EYPP had meant their setting put more effort on disadvantaged children.

That said, as seen in chart 5.1 most providers already had a focus on disadvantaged children before the introduction of EYPP (88%), particularly in the 30% most deprived areas (96%).

Chart 5.1 Attitudes towards EYPP (group-based)



Base: Group-based applicants (355)

Source: How strongly you agree or disagree with each of the following statements?

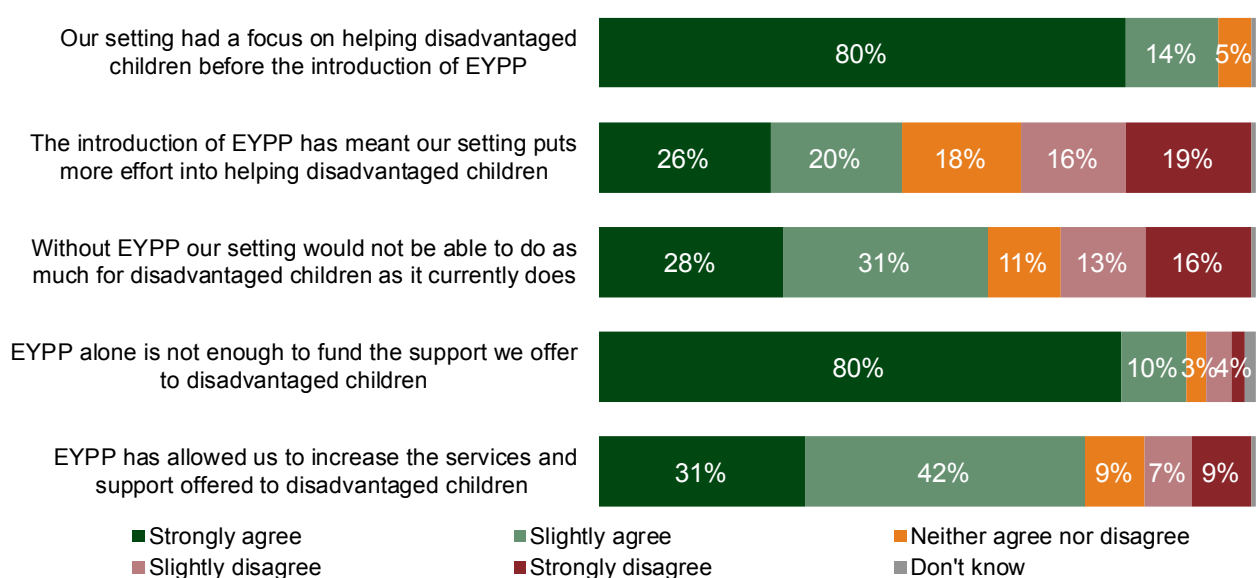
Eight in ten (81%) group-based applicants agreed that EYPP alone was not enough to fund the support they offer to disadvantaged children. It is worth noting that there were no significant differences across any subgroup of group-based providers.

School-based providers

EYPP was felt to have had a positive impact amongst school-based providers. Three-quarters (73%) of school-based providers agreed that EYPP allowed them to increase the services and support offered to disadvantaged children. Three in five (59%) agreed that they wouldn't be able to do as much for disadvantaged children as they currently do.

Almost all schools (98%) which received more than £1,000 EYPP funding agreed that they had a focus on helping disadvantaged children before the introduction of EYPP. The proportion is slightly lower among those receiving less than £1,000 but still very high at 88%.

Chart 5.2 Attitudes towards EYPP (school-based)



School-based providers that received more than £1,000 were more likely to agree that without EYPP their setting would not be able to do as much for disadvantaged children as it currently does (69%) than those who received less than £1,000 in EYPP funding (43%).

More than four in five (84%) school-based providers that received £1,000 or more agreed that EYPP allowed them to increase the services and support offered to disadvantaged children. This decreases to 59% among those who received less than £1,000. This shows that as the amount (hence the number of eligible children) increases; schools become more likely to agree that EYPP increased the services and support they offer.

Childminders

Although all childminders thought that EYPP funding had been beneficial for the children who were eligible for it, the perceived impact of the funding on their setting was dependent upon how they had spent EYPP. Given the close relationships that existed between some of the childminders interviewed and parents, some childminders had chosen to spend EYPP funding on resources for the child's home. In these instances, the impact on the childminders had changed little. Similarly, where EYPP money was spent on funding activities or trips for the EYPP eligible child, there was felt to be little longer term impact on the setting itself.

However, where resources had been bought to be used in the childminder's setting, there had been a more discernible impact on the setting. Resources bought for the setting tended to be used by all children but would be purchased with EYPP recipient's needs as the primary motive.

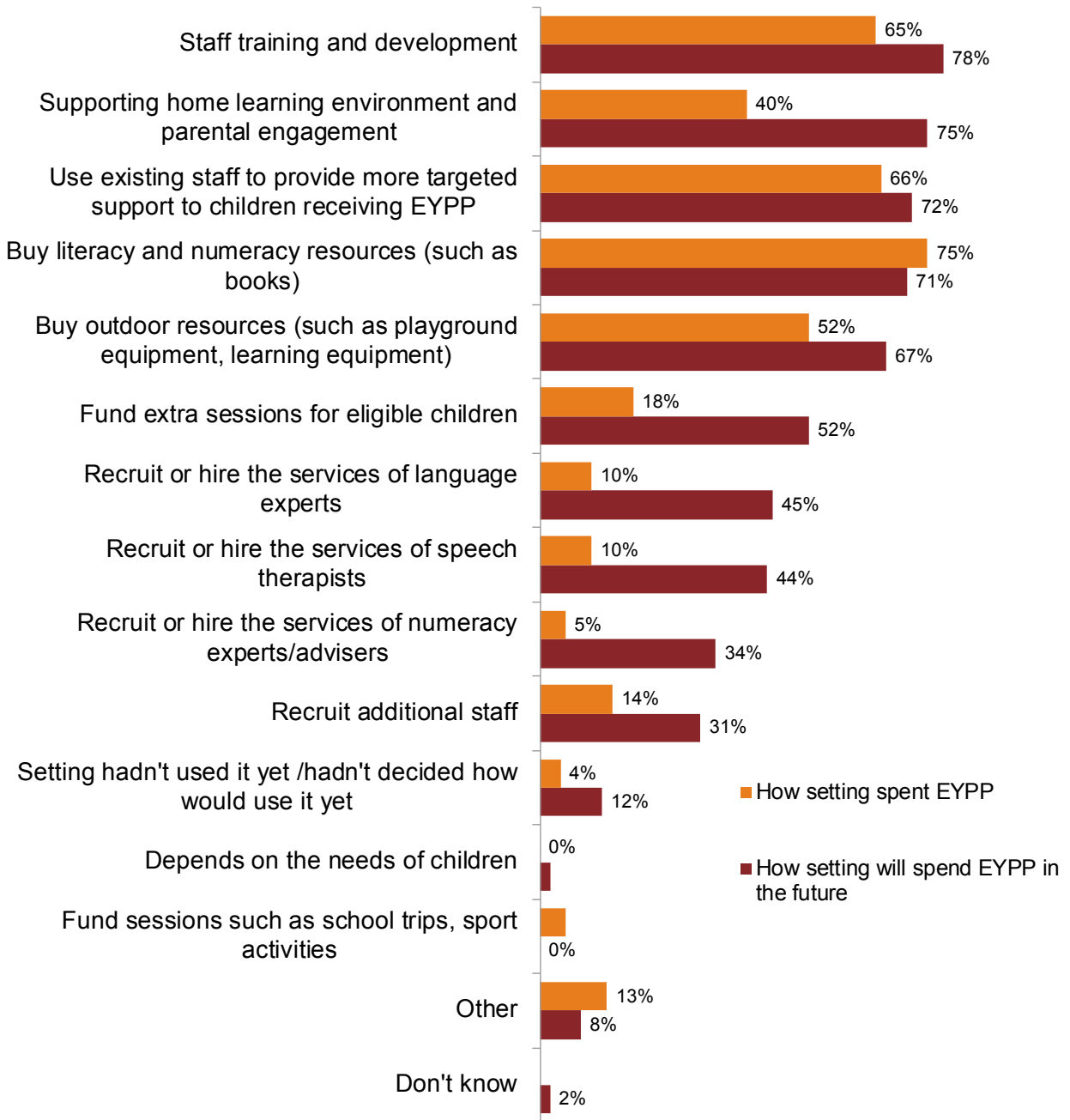
5.5 Future use and intention to apply

Group-based providers

The majority (96%) of group-based providers who had applied in the last 12 months were likely to apply for EYPP in the next 12 months provided that they have eligible children at their setting (80% said they were very likely to apply).

How group-based providers would spend EYPP funding in the future showed some differences compared with how they actually spent or were currently spending it. As shown in chart 5.3, most group-based providers (78%) said they would spend EYPP on staff training and development; supporting home learning environment and parental engagement as well as to buy literacy, numeracy and outdoor resources. When asked how they had spent it previously providers had focused more on buying literacy and numeracy resources, using existing staff to provide more targeted support to children receiving EYPP, staff training and development and buying outdoor resources.

Chart 5.3 How EYPP has been used and will be used in the future (group-based)



Base: Group based applicants, past spending (340); future spending (291)

Source: In which, if any, of the following ways have you used EYPP funding in your setting in the past 12 months?; How do you think you would spend future EYPP funds?

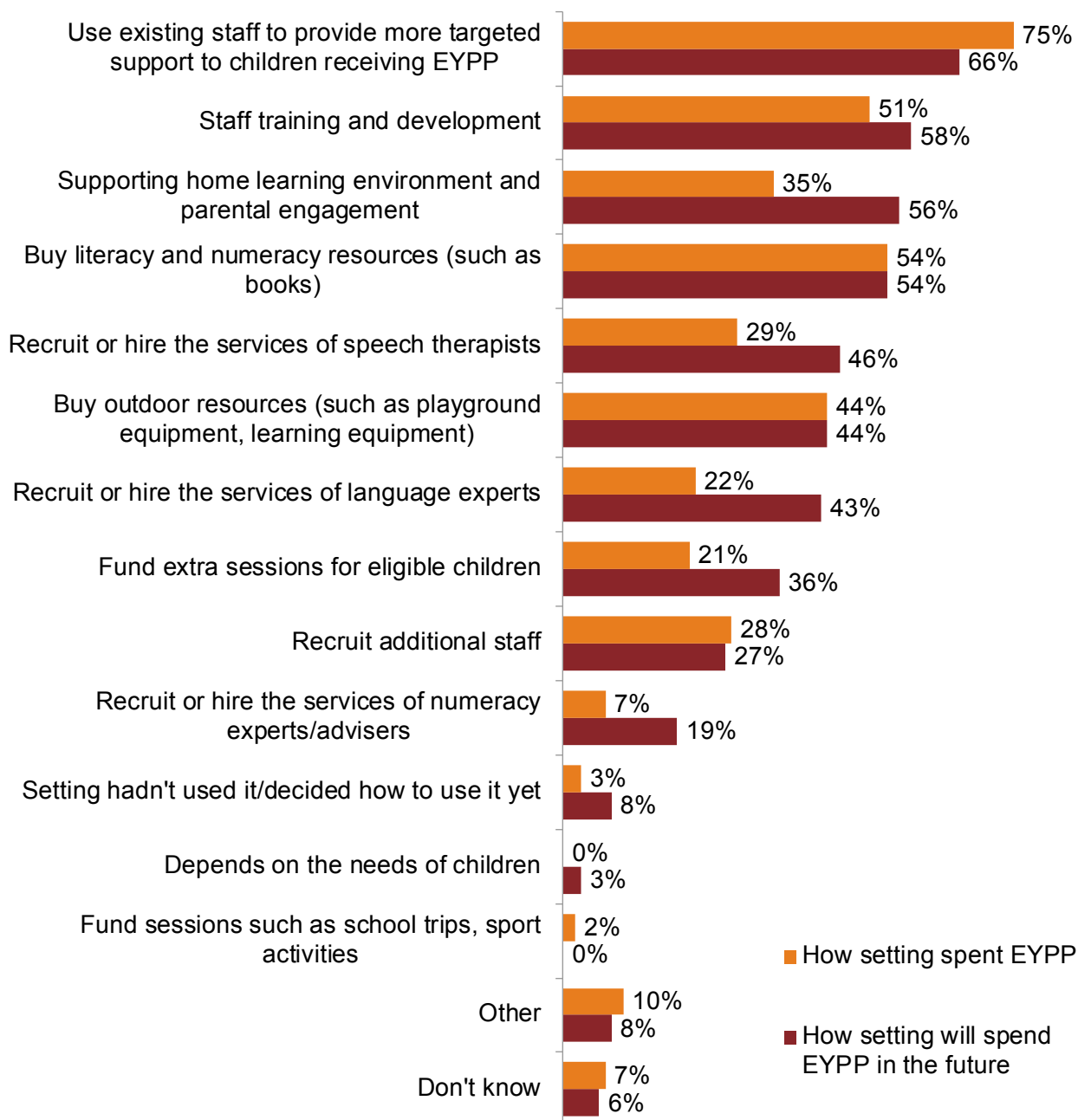
The most common area to focus use of EYPP funding for group-based providers was early language and communication (94% of group-based providers). This is followed by personal, social, emotional development (PSED) - 73% of group-based providers said they would focus on this area while spending their funding. More than four in five group-based providers (83%) said they would focus on Continual Professional Development for their staff.

School-based providers

Future intention to apply for EYPP was almost universal among schools (assuming an eligible child), with 98% of school-based providers saying that they were likely to apply (93% said they were very likely).

Two-thirds (66%) of school-based providers who were likely to apply for EYPP said they would spend EYPP to use existing staff to provide more targeted support to children receiving EYPP; 58% said they would invest on staff training and development and 56% said they would spend on supporting home learning environment and parental engagement. Top areas schools focused on were broadly in line with what they were planning to spend their future EYPP funds as shown in chart 5.4.

Chart 5.4 How EYPP has been used and will be used in the future (school-based)



Base: School-based applicants, past spending (352); future spending (405)
 Source: In which, if any, of the following ways have you used EYPP funding in your setting in the past 12 months?
 How do you think you would spend future EYPP funds?

There were some differences among sub-groups of the school-based providers:

- Those with small numbers of staff (1 to 4 staff) were more likely to buy outdoor resources (playground equipment, learning equipment etc.) compared with providers with 5 to 10 paid staff (50% and 37% respectively)
- Just under two-thirds (63%) of school-based providers who received more than £1,000 from EYPP funding said they would invest in staff training and

development, although this went down to 45% among providers who received less than £1,000. In addition, those who received more than £1,000 were more likely to recruit or hire the services of language experts (45%) and fund extra sessions for eligible children (41%) compared with those who received less than £1,000 (30% and 26% respectively)

- More than half (52%) of the providers located in the 30% most deprived areas said they would recruit or hire the services of language experts; 41% of providers located in 70% least deprived areas said they would

Childminders

All childminders interviewed who had received EYPP previously would apply again in the next year (if they had an eligible child).

In contrast to group-based and school-based providers, childminders said it was very difficult to say what they would spend future EYPP funding on in advance of receiving it. Childminders suggested that they would have to get to know an EYPP eligible child's wants and needs before knowing how to spend the money. Even for those children who would be re-joining a childminder's setting after a holiday, their interests and needs can change very quickly over the school holidays and childminders would reassess each term how to spend EYPP funding on their EYPP-eligible children. In this way EYPP funding spending in childminder settings was felt to be specifically tailored and difficult to plan in advance.

Chapter 6 Non-applicants

As discussed in chapter 3.1, the majority of group-based providers (63%) and school-based providers (81%) had made an application for EYPP funding. In this chapter the characteristics of those who had not applied²⁹ for EYPP funding are explored, to find out more about their reasons for not applying, their level of knowledge of EYPP, their understanding of the application process and their reasons for not applying. This chapter also explores their methods of identifying eligible children and their future intention to apply.

Key findings:

Group-based and school-based providers³⁰

- The majority of group-based (64%) and school-based (73%) providers who had not previously applied for EYPP said they were likely to apply for EYPP in the next 12 months provided that they have eligible children in their setting
- The most common reason for not having applied was not having eligible children (61% of group-based providers who had not applied and 34% of school-based providers). This was followed by not knowing enough about EYPP (19% of group- and 22% of school-based providers who had not applied)
- Non-applicants were less likely to be knowledgeable about EYPP, eligibility criteria and dealing with the Local Authority compared with applicants. Among non-applicants, under half (44%) of group-based providers and 40% of school-based providers said they knew a lot or fair amount about EYPP, whereas among applicants 64% of school-based providers and 73% of group-based providers said the same

²⁹ The unweighted base size for non-applicants among school-based providers was 94 and among group-based providers was 187. Due to the relatively small base sizes it is not possible to make any statistically significant comparisons between the subgroups within the provider samples.

³⁰ The eligibility criteria for childminders who had not applied for EYPP was to have cared for children eligible for EYPP but to have not made an application and it was only possible to recruit three eligible childminders. These childminders had not previously had eligible children, so had not made an application at the time of interview. They felt they may have an eligible child in their care as they appeared to meet the EYPP criteria, but it was not possible for them to identify this with certainty. This reflects the extremely low incidence of such childminders aware of having an EYPP-eligible child and not applying for the funding. These 2 childminders' views are included in this report as they still delivered valuable insight.

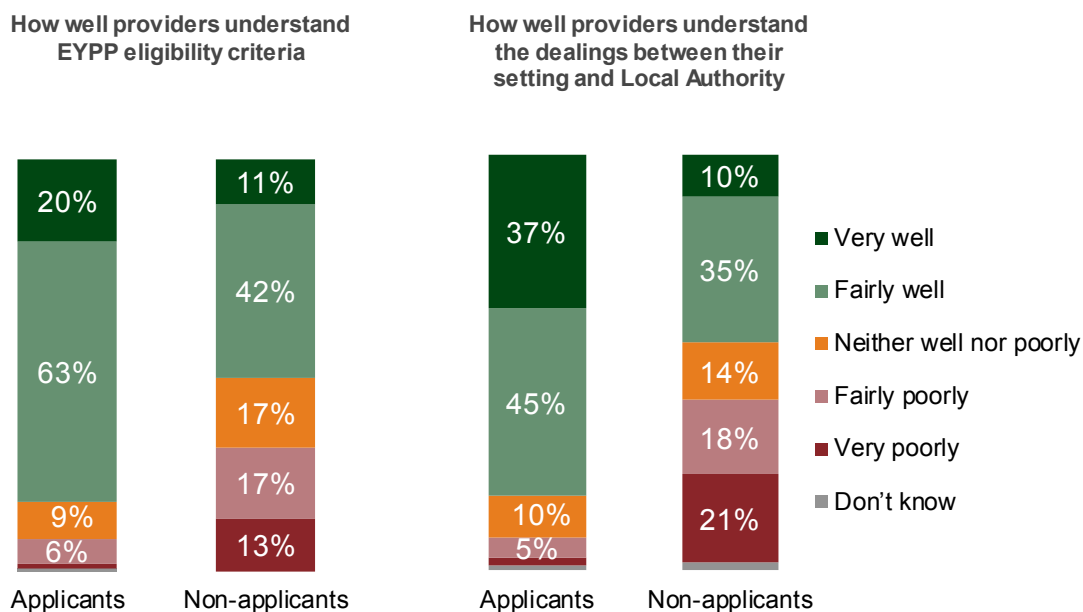
6.1 Knowledge of EYPP

Group-based providers

Knowledge of EYPP was lower among non-applicants compared with applicants. One in five (20%) applicant group-based providers said they knew a lot about EYPP and 63% said they knew a fair amount. In contrast, only 9% of non-applicant group-based providers said they knew a lot and just over a third (35%) said they knew a fair amount. In addition, a quarter of the non-applicants reported they had heard of EYPP but knew almost nothing about it, while only a small minority (1%) said this among applicants.

As shown in chart 6.1, applicants and non-applicants had different levels of understanding of eligibility criteria and dealings with their Local Authority. Just over half (53%) of group-based non-applicants understood the eligibility criteria well (compared with 83% of applicants) and 45% had a good understanding of the dealings with the Local Authority (compared with 82% applicants).

Chart 6.1 Level of understanding of EYPP eligibility criteria and the dealings between the settings and Local Authority (group-based)



Base: Group-based applicants (355) and group-based non-applicants (187)

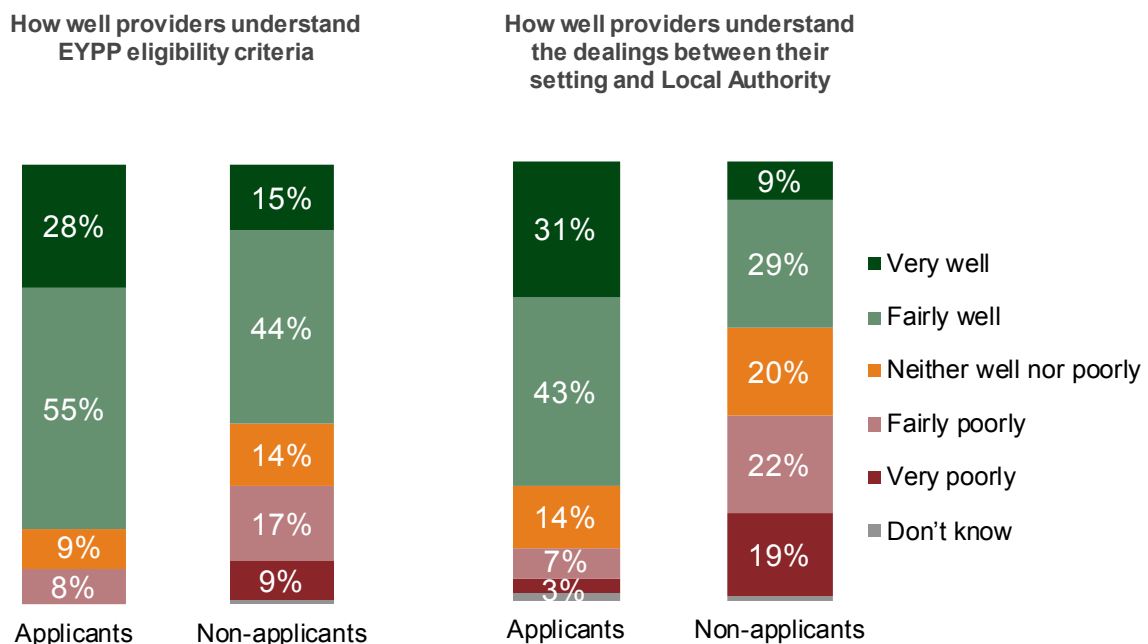
Source: There are certain eligibility criteria to receive EYPP funding. How well or poorly do you think these criteria are understood by your setting? Thinking about how well or poorly do you understand the EYPP application process in terms of the dealings between your setting and the Local Authority?

School-based providers

Non-applicants amongst school-based providers had a relatively low level of knowledge about EYPP. Only a small proportion (2%) of non-applicants said they knew a lot and just under two in five (38%) said they knew a fair amount about EYPP. At the same time, six in ten (59%) non-applicants did feel that they understood EYPP eligibility criteria very, or fairly well, which suggests that this was not the barrier to their participation.

When it comes to the understanding of EYPP eligibility criteria and the dealings between the setting and the Local Authority, non-applicants showed lower awareness compared with applicants. As shown in chart 6.2, more than four in five (83%) applicants said they understood the EYPP eligibility criteria very or fairly well while this was around three in five (59%) among non-applicants. Similarly, applicants reported a better understanding of the dealings between their setting and their Local Authority compared with non-applicants (74% and 38% respectively).

Chart 6.2 Level of understanding of EYPP eligibility criteria and the dealings between the settings and Local Authority (school-based)



Base: School-based applicants (413) and School-based non-applicants (94)*

Source: There are certain eligibility criteria to receive EYPP funding. How well or poorly do you think these criteria are understood by your setting? Thinking about how well or poorly do you understand the EYPP application process in terms of the dealings between your setting and the Local Authority?

*low base size

Childminders

The 3 childminders spoken to about EYPP who had not applied for it rated their knowledge of EYPP lower than the typical ranking of those who had applied. Childminders who had not applied rated their knowledge of EYPP as 'medium' or 'low', with the childminder who rated their own knowledge as low suggesting that being more knowledgeable of EYPP might increase their likelihood to apply in the future. The other 2 noted that a child's parents had to be in receipt of certain benefits to be eligible for the funding.

6.2 Reasons for not applying for EYPP

Group-based providers

The main reason given for not having applied for EYPP amongst non-applicant group-based providers was a lack of eligible children as shown in table 6.1. Around six in ten (61%) gave the unprompted reason that they did not have any eligible children³¹.

One in five said they did not know enough about EYPP (19%) and 5% did not know that they had to apply for it.

Process-based reasons (such as the application process, length of decision times, and amount of funding) were only mentioned by a minority of those who had not applied for EYPP. None of the providers saw lack of support from their Local Authority as a reason why they hadn't previously applied.

Of those who had eligible children but had not applied 45%³² said they had not applied as they did not know enough about EYPP and 11% because parents of eligible children had not provided their details or completed an application form.

³¹ Sixty six per cent of the non-applicant group-based providers said they did not have any eligible children in their setting (collected in a different question). However 61% of non-applicant group-based providers stated this as their main reason for not applying.

³² Unweighted base size is 71.

Table 6.1 Reasons for not applying for EYPP (group-based)

Reasons for not applying for EYPP	Group-based providers %
Haven't had any eligible children	61%
Didn't know enough about it	19%
Parents of eligible children haven't provided their details/completed the application form	10%
Haven't identified if any children may be eligible	7%
Didn't realise the provider/ setting had to apply for it	5%
Difficult to talk to parents about income/private details	5%
Difficult to identify if children are eligible	4%
Lack of time/staff to manage the application process	4%
Application process is too complicated	3%
Decision times are too long	1%
Funding amount isn't enough / too little	1%
Language barriers between parents and setting	1%
Parents of eligible children have found the application form too difficult to complete	3%
Lack of support from the Local Authority	2%
Other (type in) *Open	9%
Don't know	-
Refused	-
Base (unweighted): group-based providers that have not applied for EYPP	187

Source: You said earlier that you haven't applied for EYPP for any children in your [school/setting]. Could you please tell me the main reasons why you have not applied?

School-based providers

When asked their main reasons for not having applied for EYPP, a third (34%) of school-based non-applicants gave the unprompted reason of not having had any eligible children. As shown in table 6.2, this was the most common reason given. This does, however, contrast with 54% of non-applicants reporting not having any eligible children when subsequently asked this question in the interview. This suggests that lack of knowledge about EYPP (spontaneously mentioned by 22% of non-applicants) may cause some confusion over eligibility.

Just a small minority of providers mentioned process and funding-related reasons as their main reasons for not applying as shown in table 6.2. Lack of support from the Local Authority was not a reason for not applying.

A minority of school-based non applicants said they did not realise that the provider /setting had to apply for EYPP (6%), which is also linked to lack of knowledge of the application process.

Table 6.2 Reasons for not applying for EYPP (school-based providers)

Reasons for not applying for EYPP	School-based providers %
Haven't had any eligible children	34%
Didn't know enough about it	22%
Parents of eligible children haven't provided their details/completed the application form	17%
Haven't identified if any children may be eligible	10%
Didn't realise the provider/ setting had to apply for it	6%
Application process is too complicated	4%
Decision times are too long	5%
Lack of time/staff to manage the application process	4%
Parents of eligible children have found the application form too difficult to complete	3%
Language barriers between parents and setting	3%
Difficult to talk to parents about income/private details	3%
Funding amount isn't enough / too little	1%
Difficult to identify if children are eligible	1%
Lack of support from the Local Authority	-
Other (type in) *Open	16%
Don't know	1%
Refused	-
Base (unweighted): school-based providers that have not applied for EYPP	89

Source: You said earlier that you haven't applied for EYPP for any children in your [school/setting]. Could you please tell me the main reasons why you have not applied?

Of those who said they had eligible children but did not apply 33%³³ said they did not apply as they did not know enough about the scheme and 20% because parents of eligible children had not provided their details or completed an application form.

Childminders

For 2 of the 3 childminders who had not applied for EYPP, not previously having an eligible child had been the main reason for not submitting an application. For the other childminder spoken to who had not applied for EYPP, avoiding additional hassle and paperwork was a key driver, although they said they would have submitted an application if a parent had requested it. They were also unclear on whether their perception of hassle was accurate so would consider applying in future, which may be related to having learnt more about the funding as a result of taking part in the research.

Childminders being put off applying due to hassle and paperwork was also referenced in 1 of the interviews with a childminder who had applied for EYPP. They suggested that they were 1 of the few eligible childminders left in their area who still applied for EYPP as

³³ Low base size, n =58.

the Local Authority's inefficient handling of applications had put other childminders off reapplying.

6.3 Methods used to identify eligible children

Group-based providers

Two thirds (66%) of non-applicants had taken at least 1 action to identify eligible children in their setting. Overall a quarter (25%) of non-applicants contacted all parents in order to identify eligible children in their setting. Other actions taken were as follows.

- 18% sent an email or letter with an application form to all parents telling them about EYPP
- 12% said they had spoken to parents of 2 year olds receiving early education entitlement
- 10% sent a communication or application form to parents of 2 year olds receiving early education entitlement
- 10% said they put up a poster about EYPP at their setting
- 7% gave an application form to all parents of existing children in the setting

School-based providers

The majority of school-based non-applicants (83%) took at least 1 action to identify eligible children for EYPP. Three in ten (29%) contacted all parents as a way of identifying eligible children for EYPP. Actions taken by providers were as follows.

- 26% sent a letter or email with an application form to all parents telling them about EYPP
- 22% looked at older siblings receiving free school meals
- 10% spoke to parents of 2 year olds receiving early education entitlement
- 9% gave an application form to all parents during registration
- 7% gave an application form to all parents of existing children in the setting

Childminders

For the 3 childminders spoken to who had not applied for EYPP, they had informal conversations with parents when they first joined their setting. These childminders felt able to make a judgement as to whether parents were likely to be eligible for EYPP from these conversations and did not make a more formal assessment of whether they would be eligible.

6.4 Future intention to apply and methods of identifying eligible children

Group-based providers

The majority (70%) of group-based providers were either very likely or quite likely to take steps to identify eligible children in the next 12 months who are eligible for EYPP. Two-thirds of non-applicant group-based providers (64%) said they were likely to apply for EYPP in their setting in the next 12 months. Over a quarter (27%) said they were very likely and 36% were fairly likely to apply. Among those who said they would take steps to identify eligible children, the most common methods, as shown in table 6.3, were to give an application form to parents during registration (24%), speak to parents of 2 year olds receiving early education entitlement (23%) and contact all parents via letter, email or with an application form to tell them about EYPP (22%).

Table 6.3 Steps to identify eligible children (group-based)

Steps	Group-based providers %
Give an application form to parents of new joiners during registration	24%
Speak to parents of 2 year olds receiving early education entitlement	23%
Send a letter/ email / application form to all parents telling them about EYPP	22%
Give an application form to all parents of existing children in the setting	17%
Send a communication / application form to parents of 2 year olds receiving early education entitlement	17%
Speak to the Local Authority	15%
Talk to parents	14%
Put up posters about EYPP at the setting	10%
Look at older sibling receiving free school meals	5%
Will not take any actions to identify eligible children	1%
Other	23% ³⁴
Don't know	2%
<i>Base (unweighted) group-based providers that have not applied for EYPP and who were likely to identify eligible children in the next 12 months</i>	130

Source: What steps do you think you might take to identify eligible children?

Seven in ten (70%) said they would be more comfortable with contacting all parents and 27% said they would contact parents of children who were more likely to be eligible. Over half (57%) said they would prefer to talk to parents to make contact and hand them an

³⁴ None of the answers under "other" category were mentioned more than 10 times (<5%).

application form in person while a quarter (26%) said they would send an application form by letter or email. Just over one in ten (13%) said they would follow a mixed approach (in person or via email and/or letter).

School-based providers

When they were asked how likely they were to identify eligible children in the next 12 months, the majority (90%) of non-applicant school-based providers said they were either very likely or quite likely to take steps to do so, and around three quarters (73%) said they were likely to apply for EYPP in the next 12 months (with 53% being very likely). Just one in ten (12%) school-based non-applicants said they were unlikely to apply in the next 12 months. Among those who were likely to identify eligible children in the next 12 months, the most common approach was to send a communication (letter, email or application form to all parents) telling them about EYPP (35%) (table 6.4).

Table 6.4 Steps to identify eligible children (school-based)

Steps	School-based providers %
Send a letter/ email / application form to all parents telling them about EYPP	35%
Speak to parents of 2 year olds receiving early education entitlement	23%
Give an application form to parents of new joiners during registration	19%
Give an application form to all parents of existing children in the setting	13%
Send a communication / application form to parents of 2 year olds receiving early education entitlement	13%
Talk to parents	13%
Look at older sibling receiving free school meals	16%
Speak to the Local Authority	7%
Put up posters about EYPP at the setting	5%
Other	30% ³⁵
Don't know	-
<i>Base (unweighted) school-based providers that have not applied for EYPP and who were likely to identify eligible children in the next 12 months</i>	84

Source: What steps do you think you might take to identify eligible children?

If they were to contact parents, most schools said they would be more comfortable with approaching all parents (91%) instead of only contacting parents of children who were more likely to be eligible (6%). Half (52%) said they would invite parents to apply for EYPP by talking to them in person and hand them the application form while one in five

³⁵ None of the answers under "other" category were mentioned more than 4 times (<5%).

(21%) said they would send parents an application form by letter or email. A quarter (23%) would prefer to use the combination of in-person and email/letter contact.

Childminders

All 3 of the childminders spoken to who had not previously applied for EYPP said they would be likely to apply in the future if they had an eligible child in their care. This includes the childminder whose main reason for not having previously applied was the perceived hassle of completing forms as she was not clear how accurate this perception was.

6.5 How non-applicants would use EYPP in the future

Group-based providers

Four in five (81%) group-based providers who would take action to identify eligible children in the future said they would spend EYPP to help existing staff to provide more targeted support to children receiving EYPP. Buying literacy and numeracy resources (87%), buying outdoor resources (82%), staff training and development (87%) were other areas group-based providers anticipated they would spend EYPP money on if they made a successful application.

Two in five (39%) group-based providers said they would spend EYPP in an area where they would be recruiting staff (additional staff, language experts, speech therapists and numeracy experts).

More than half (53%) of the group-based providers said they would not pool their EYPP funding with other providers while 11% said they would pool some and 36% said they would pool but they were not sure whether that would be all or some of it.

School-based providers

Three quarters (76%) of school-based providers who had not previously applied said they would spend EYPP to help existing staff to provide more targeted support to children receiving EYPP. A similar proportion (74%) said they would support the home learning environment and parental engagement.

Just under two in five (38%) non-applicants who were likely to identify eligible children said they would recruit additional staff, language experts, speech therapists or numeracy experts/advisers.

Other major areas school-based providers who had not applied for EYPP said they were likely to spend EYPP funding on were staff training and development which was mentioned by 66% of non-applicants who were likely to identify eligible children in the future.

Being in receipt of Pupil Premium funding was almost universal among non-applicant school-based providers, with 99% saying that they were receiving it.³⁶ Two in five (40%) said they would not pool the 2 funding types while one in five (20%) said they would pool some of EYPP money with Pupil Premium money and 16% said they would pool all of it with a further 16% not being sure as to how they would pool both funding types.³⁷

On the other hand, schools were less likely to pool their EYPP funding with other school-based providers. Three-quarters (73%) said they would not pool EYPP with other providers while 16% said they would pool some of it and 1% said they would pool all of it.³⁸ One in ten (11%) would pool it, but they were not sure whether they would pool some or all of it.³⁹

Childminders

The 3 childminders spoken to who hadn't applied for EYPP funding said their use of any EYPP funding received in the future would be driven by the needs of the eligible child or children. This reflected the views of the childminders spoken to who had applied for EYPP funding.

³⁶ Low base size, n=79.

³⁷ Low base size, n=78.

³⁸ Low base size, n=78.

³⁹ Low base size, n=84.

Conclusions

Early Years Pupil Premium (EYPP) was introduced in April 2015 to provide additional funding for 3 and 4 year olds from disadvantaged backgrounds. One year on from its introduction there was near universal prompted awareness of EYPP amongst group- and school-based providers and an encouraging level of applicants.

Providers perceive EYPP to have had a positive impact on their settings, with most saying that it supported them to increase their services for disadvantaged children and they would not be able to do as much to support disadvantaged children without EYPP.

There is a strong focus on the eligible child's needs when deciding how to invest the funding and providers most commonly reported spending EYPP funding on staff training, resources such as books, and to enable existing staff to provide more targeted support for recipient children. Some providers also used the funding to pay for extra sessions and outings. The majority of providers perceive that the benefits of EYPP are felt more widely than by just the recipient children.

There was near universal future intention to apply for EYPP in the next 12 months, assuming an eligible child, suggesting there are no significant process related barriers. The majority of non-applicants also said they were likely to apply for EYPP in the next 12 months. The most common reason for not having applied for EYPP was not having any eligible children. However, non-applicants were less likely to be knowledgeable about EYPP, the eligibility criteria and the EYPP application process in terms of dealings with the Local Authority compared with applicants.

Appendix 1: additional tables

Table A.1 Whether provider pooled EYPP funding with other providers (group-based)

	Recruiting additional staff	Recruiting or hiring the services of language experts	Recruiting or hiring the services of speech therapists	Recruiting or hiring the services of numeracy experts/advisers	Buying literacy & numeracy resources	Buying outdoor resources	Staff training and development	Supporting home learning environment and parental engagement
Yes, pooled all of it with other providers	-	-	-	9%	-	1%	2%	1%
Yes, pooled some of it with other providers	-	-	3%	-	2%	3%	5%	1%
No	98%	100%	89%	91%	97%	95%	92%	97%
Don't know	2%	-	8%	-	1%	1%	1%	1%
Refused	-	-	-	-	-	-	-	-
<i>Base (unweighted)</i>	40	28	27	15	220	154	195	116

Source: Did you pool your EYPP funding for this with any other providers?

Table A.2 Whether provider pooled EYPP funding with other providers (school-based)

Whether provider pooled EYPP funding with other providers								
	Recruiting additional staff	Recruiting or hiring the services of language experts	Recruiting or hiring the services of speech therapists	Recruiting or hiring the services of numeracy experts/advisers	Buying literacy & numeracy resources	Buying outdoor resources	Staff training and development	Supporting home learning environment and parental engagement
Yes, pooled all of it with other providers	3%	7%	4%	3%	1%	4%	3%	1%
Yes, pooled some of it with other providers	8%	15%	18%	12%	13%	10%	16%	9%
No	87%	75%	75%	81%	84%	84%	80%	90%
Don't know	2%	2%	3%	4%	1%	2%	1%	-
Refused	-	-	1%	-	-	-	-	-
<i>Base (unweighted)</i>	98	75	99	25	189	156	179	121

Source: Did you pool your EYPP funding for this with any other providers?

Table A.3 Whether provider pooled EYPP funding with Pupil Premium (school-based)

Whether provider pooled EYPP funding with Pupil Premium									
	Using existing staff to provide more targeted support to children receiving EYPP	Recruiting additional staff	Recruiting or hiring the services of language experts	Recruiting or hiring the services of speech therapists	Recruiting or hiring the services of numeracy experts/advisers	Buying literacy & numeracy resources	Buying outdoor resources	Staff training and development	Supporting home learning environment and parental engagement
Yes, pooled some of it with Pupil Premium	44%	48%	46%	52%	50%	42%	37%	46%	37%
Yes pooled all of it with Pupil Premium	25%	10%	11%	12%	3%	14%	6%	13%	14%
No	27%	40%	39%	33%	43%	42%	56%	40%	48%
Don't know	5%	2%	3%	2%	4%	2%	1%	1%	1%
Refused	-	-	-	1%	-	-	-	-	-
<i>Base (unweighted)</i>	248	91	71	91	24	178	144	166	113

Source: Did you pool your EYPP funding for this with Pupil Premium at your school?

Table A.4 Whether EYPP covered the cost in full (group-based)

Whether EYPP funding covered cost in full									
	Using existing staff to provide more targeted support to children receiving EYPP	Recruiting additional staff	Recruiting or hiring the services of language experts	Recruiting or hiring the services of speech therapists	Recruiting or hiring the services of numeracy experts/advisers	Buying literacy & numeracy resources	Buying outdoor resources	Staff training and development	Supporting home learning environment and parental engagement
Covered in full	27%	12%	31%	24%	26%	37%	23%	33%	38%
Needed to supplement with money from another source	72%	88%	69%	72%	67%	63%	77%	66%	62%
Don't know	2%	-	-	4%	6%	1%	-	1%	-
Refused	-	-	-	-	-	-	-	-	-
Base (unweighted)	190	40	28	27	15	220	154	195	116

Source: Did the EYPP funding pay for this in full or did you need to supplement it with money from another source?

Table A.5 Whether EYPP covered the cost in full (school-based)

Whether EYPP funding covered cost in full									
	Using existing staff to provide more targeted support to children receiving EYPP	Recruiting additional staff	Recruiting or hiring the services of language experts	Recruiting or hiring the services of speech therapists	Recruiting or hiring the services of numeracy experts/advisers	Buying literacy & numeracy resources	Buying outdoor resources	Staff training and development	Supporting home learning environment and parental engagement
Covered in full	12%	10%	17%	14%	6%	19%	11%	16%	26%
Needed to supplement with money from another source	87%	90%	82%	80%	86%	80%	89%	82%	72%
Don't know	1%	-	1%	5%	7%	1%	1%	2%	2%
Refused	-	-	-	1%	-	-	-	-	-
Base (unweighted)	267	98	75	99	25	189	156	179	121

Source: Did the EYPP funding pay for this in full or did you need to supplement it with money from another source?

Appendix 2: technical details

Approach

This project was carried out in compliance with our certification to ISO 9001 and ISO 20252 (International Service Standard for Market, Opinion and Social Research).

The survey among group-based and school-based providers was conducted using Computer Assisted Telephone Interviewing. Prior to the interview all sampled respondents were sent an advance letter detailing the objectives of the survey, providing answers to frequently asked questions and the option to contact the research team. The letter also included prior notification about some of the questions that would be asked in the survey in order to attempt to minimise non-responses to some of the questions in the survey.

The notification was as below:

We would like to speak to providers who have applied for EYPP as well as those who have not applied for this funding. The interviewer will ask questions such as:

- How many children have you identified as being eligible for EYPP in the past 12 months?
- How many EYPP applications have you made in the past 12 months?
- If you have applied for EYPP, how many children received EYPP funding in the past 12 months?
- If you have received funding, how long does it typically take from submitting an application to receiving the funding
- How much funding have you received from your Local Authority to support disadvantaged children in the past 12 months?

Sampling

Group-based providers

Ofsted provided a database of all childcare providers active as of 31 July 2015. Domestic childcare providers and non-domestic providers registered solely on the Voluntary Childcare Provider were not eligible for this study and were removed from the sample frame prior to selection.

The sample frame was then sorted by region, type of registration, ownership, the number of registered places and postcode prior to a systematic selection being made in order to ensure that the sample was representative of the population as a whole.

Non-domestic childcare providers are a heavily surveyed group and 2 steps were taken in order to minimise respondent burden, reduce respondent fatigue and maximise the response rate to this study:

- Sample was drawn for this study at the same time as the sample was drawn for the DfE's Childcare and Early Years Providers Survey (CEYPS). This approach meant that it was possible to ensure that the sample drawn for each study was representative of the population and that there was no overlap between the samples drawn (i.e. settings could not be selected for both studies)
- Some non-domestic providers listed in the database were found to be part of larger groups which all had the same contact details. In total there were 26,017 cases in the sample frame and 22,841 of these had unique contact details. Of the 3,176 that were flagged as being in a larger group they ranged from 2 providers with the same details to 58. In total there were 1,205 of these groups (i.e. the mean size was just under 3). In order to limit respondent burden, it was decided to limit selection to a maximum of 1 case from each of these larger groups. Following the sampling there were 16 groups for which selection was capped. To compensate for this approach design weighting was applied at the analysis stage

In total, 2,030 sample records were selected for the group-based sample. These were all issued a short sample building survey. The only data collected was contact details for the senior manager of the childcare provider. This became the individual who the advance letter was sent to, and who the interviewer asked to speak to when they made contact. Between 8 February and 19 February 2016, 1,400 sample building surveys were completed (from the issued sample of 2,030). These made up the sample frame for the main group-based provider survey. From within this, a main sample of 1,300 group-based providers was issued (with a reserve of 100)

School-based providers

DfE provided a list of all schools in England (the summer 2015 School Census). The population for this study consisted solely of schools offering nursery and reception

(excluding independent schools) and eligible institutions were extracted from the School Census to be used as the sample frame.

The frame was then sorted by region, type of establishment, phase type grouping⁴⁰ and the number of pupils, prior to a systematic selection being made.

As for group-based providers, schools are a heavily surveyed group and it was therefore deemed important to minimise respondent burden. The schools sample for this study was also drawn at the same time as for the DfE's Childcare and Early Years Providers Survey (CEYPS), thereby ensuring the sample was representative and there was no overlap between the samples drawn. There were differences from the CEYPS. The CEYPS includes schools with reception classes but not nursery. The EYPP sample frame only includes those with any nursery care. Additionally, all maintained nurseries were allocated to the CEYPS so were unavailable for this survey. These differences were reflected in the weighting targets.

There was a total sample frame of 2,662 schools from which 1,300 were selected for the main stage and 200 as a reserve sample. A small number were removed from the sample as information in Edubase⁴¹, the register of educational establishments in England and Wales, confirmed that they had closed down. The reserve sample was issued during fieldwork to ensure that the target of 500 interviews was made.

Fieldwork

Fieldwork for the survey began with a short sample building survey as described earlier.

The main quantitative survey took place between 17 March and 13 May 2016. There were 542 interviews with group-based providers who were aware of EYPP and 507 with school-based providers who were aware of EYPP. There was no pilot survey.

The first question in the survey was a screening question to establish eligibility. In total, out of all those who started an interview only 3 group-based providers and 8 school-based providers screened out because they did not state they were aware of EYPP. These respondents who screened out are included in the data for Q1 (and were included as part of the weighting) but are not counted as completed interviews.

⁴⁰ This is a classifications in the School Census. The categories are State Funded Primary School, State Funded Secondary School, State Funded Special School, Non Maintained Special School

⁴¹ For more information on Edubase please see <http://www.edubase.gov.uk/edubase/about.xhtml>

The table below displays the response rates for each of the surveys.

Table A.1 Quantitative survey response rates

Steps	Group-based	School-based
Issued sample	1,300	1,464
Number of completes	542	507
Live, unresolved sample	570	763
Deadwood	71	66
Ineligible as not aware of EYPP	3	8
Live, resolved sample (such as refusals)	114	120
Response rate on effective, eligible sample	44.2%	36.5%

Weighting

The weighted sample includes the small number of respondents who screened out for not being aware. This was done in order to make the profile representative of group-based providers in England, and representative of school-based providers with nursery care to facilitate future tracking for surveys with a similar design (note the prompting of EYPP in the advance letter described earlier).

Group-based providers

The final dataset comprised of all group-based providers that completed an interview and also group-based providers that were screened out because they had not applied for EYPP.

Design weighting was required to compensate for the selection cap which was imposed for settings which were part of a larger group (which all had the same telephone number listed in the sample frame). The design weight was calculated as the inverse of the sampling probability for each case.

The design weight was then used as a base weight in the non-response calibration. The sample was weighted to match the population distribution (taken from the Ofsted database) for region, ownership type, number of places and type of registration.

The overall design effect due to the weighting was estimated⁴² as 1.10.

⁴² Design effect calculated as $1 + \text{cov}(W)^2$ – where $\text{cov}(W)$ is the coefficient of variation of the weights.

School-based providers

The final dataset comprised of all school-based providers that completed an interview and also those that were screened out because they had not applied for EYPP.

The sample was weighted to match the population distribution (taken from the School Census) for region, type and number of pupils.

The design effect due to the weighting was estimated at 1.09.

Survey responses

There are several questions in the survey which asked the respondent to provide data on specific aspects about their setting. These asked questions such as number of children who EYPP was applied for, or the amount of funding received. For these questions respondents were asked to provide an exact response and if they could not they were given an opportunity to provide an answer within pre-defined response bands.

For the majority of these questions the majority of usable responses were the exact number at the first question, with few giving banded responses.

Variables were then derived that put the exact responses into the response bands and these were combined with the banded answers. Where information was provided based on bands these were taken from the derived variables which combined the exact responses and any banded responses. However, where averages are provided these are from the initial question giving the exact amount – giving the limited number of responses at the banded questions this has minimal impact on the data and avoids having to use midpoints between bands. The questions that this impacted are:

- Q27 In total, how many children in your setting have you identified as possibly being eligible for EYPP in the past 12 months?
Q28 Can you give me your best estimate please?
- Q29 And how many of these children were eligible because they are, or had been, looked after children?
Q30 Can you give me your best estimate please?
- Q31 And how many of these children were eligible because they had left care on an adoption order, special guardianship order or child arrangement order?
Q32 Can you give me your best estimate please?
- Q33 In the past 12 months, for how many of the children in your [setting/school] have you submitted an application for EYPP? Please include all applications that you have submitted to your Local Authority including any applications that you have not heard back about or that you did not receive funding for
Q34 Can you give me your best estimate please?
- Q35 And how many children in your [setting/school] have received EYPP funding in the past 12 months?
Q36 Can you give me your best estimate please?

- Q38 How many outstanding applications are you waiting to hear about?
- Q39 Can you give me your best estimate please?

Qualitative research

Due to the low incidence of childminders in receipt of EYPP it was not possible to conduct a quantitative survey amongst childminders. The original target was to complete 45 telephone depth interviews with 2 separate groups of childminders:

- childminders who are in receipt of the EYPP
- childminders who are eligible but not currently in receipt of the EYPP

Childminders who are in receipt of the EYPP were the priority audience for this research, to help DfE understand the impact of the funding on the delivery of provision to disadvantaged children. Therefore the target was to conduct 35 telephone interviews with childminders who had received EYPP funding and 10 with those who were eligible but weren't currently in receipt of EYPP.

Given the low incidence of qualifying childminders Kantar Public took a purposive sampling approach to recruitment for each of the 2 sample groups, drawing on a range of sources:

- Sample from the Childcare and Early Years Providers Survey of childminders who currently cared for children receiving the Early Years Entitlement for 3 and 4 year olds and had agreed to be re-contacted;
- Contacts provided by the *Professional Association for Childcare and Early Years* (PACEY), who gave their kind support to the research;
- Snowballing from recruited childminders via a recruitment question asking if they knew of other childminders who they thought might qualify for the research; and
- Free-find recruitment by specialist qualitative recruiters.

In total the sample file drawn from the Childcare and Early Years Providers Survey contained 351 childminders and PACEY provided a list of 55 names.

Achieved interviews

Twenty-seven qualitative interviews were conducted with childminders in June and July 2016:

- 24 childminders had applied for EYPP. Of these 21 were in receipt of EYPP and 3 had not received EYPP funding.
- 3 had not applied for EYPP funding.

Overall 32 childminders were recruited to take part in the research, but 5 of these were not available for interview at the agreed time and it was not possible to reschedule the interview during the fieldwork period.

The achieved number of interviews was lower than the target due to the difficulties finding eligible childminders for interview. During the recruitment some childminders mentioned that they did have children eligible for EYPP, but they also attended a different provider (e.g. group- or school-based) which claimed EYPP on behalf of the child. It was also unlikely for a childminder to be aware of having a child eligible for EYPP but not making an application, making the second group particularly difficult to find.

All of the completed interviews were either achieved through the Childcare and Early Years Providers Survey re-contact sample file (21 of the achieved interviews) or the contacts provided by PACEY (6 of the achieved interviews). Despite receiving some good leads via snowballing, and the free-find recruiters, it was not possible to convert these into any interviews.

Due to the difficulties in recruitment and finding eligible childminders, DfE agreed to reduce the fieldwork targets to those achieved.

Qualitative fieldwork

Kantar Public designed a discussion guide in partnership with DfE, reflecting the questions included in the group-based and school-based quantitative surveys, but using qualitative probes. Two guides were developed – 1 for applicants and 1 for childminders who hadn't applied. The applicant guide included questions on the childminder's business context, how the funding had been used, the impact on provision, and plans for future use. The non-applicant guide explored awareness and understanding of the EYPP, barriers and facilitators to accessing the funding, intention to apply, and hypothetical use of funds in the future.

All interviews were conducted by telephone by the research team. Interviews with EYPP applicants lasted 30-40 minutes, and those with childminders who hadn't applied, lasted 20 minutes. Childminders received a £20 cash debit card to thank them for their time.



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