Early Years Vulnerable Learners Audit

This is a working document to use for reflection and development. The key question is ‘How well does our setting meet the needs of all learners and diminish differences of attainment in the EYFS?’

Responses will support Ofsted inspection judgements on

- The effectiveness of leadership and management
- The quality of teaching, learning and assessment
- How well the provision contributes to children’s personal development, behaviour and welfare
- Outcomes for children

<table>
<thead>
<tr>
<th>Question</th>
<th>Response and evidence</th>
<th>Action</th>
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<tbody>
<tr>
<td><strong>STARTING POINTS</strong>&lt;br&gt;What initial assessments do you make? When do you make these first assessments?</td>
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<td>What is your attainment on entry for monitored groups, including</td>
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<tr>
<td>- funded 2 year olds</td>
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<tr>
<td>- children eligible for Early Years Pupil Premium (EYPP)</td>
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<td>- children with Special Educational Needs or Disabilities (SEND)</td>
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<td>- Children with English as an Additional Language (EAL)</td>
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<td>- Gypsy, Roma and Traveller children (GRT)</td>
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<td>- looked after children and children who were previously looked after including adopted children</td>
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<td>- boys/ girls</td>
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<td>- summer born children</td>
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<td>- any other vulnerable groups, e.g. children living in</td>
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families identified by Health or Social Care professionals

How does the on entry data compare with previous years? How do you know? Which children are not achieving age-related expectations?

Do you moderate and compare your assessment judgements with other settings or external advisory professionals? If not how could this be arranged?

**USING THE DATA**
How does your assessment link through to your planning?

How do you make sure all staff know which children and groups of children are identified as vulnerable to underachievement, and the plans in place to close gaps?

How do you share ideas and problem solve within your setting, with other settings or with external professionals?

**MONITORING PROGRESS**
When do you review progress in learning?

What are the proportions of children in your monitored groups who have made typical or accelerated progress from their starting points?

How does this compare with all the children of the same age?

What has progress been like for identified groups of children compared with last year?
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<tr>
<th>Do you moderate and compare your judgements of progress in learning with other settings or external professionals?</th>
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**EARLY YEARS PUPIL PREMIUM**

How do you ensure that you are receiving EYPP funding for all eligible children, including looked after children and children who were previously looked after including adopted children?

How are you using EYPP funding? Which national or local resources, research or case studies have you accessed to support your effective spending, e.g. Learning Together About Learning [https://www.early-education.org.uk/eypp](https://www.early-education.org.uk/eypp)

How are you monitoring the impact of EYPP funding?

Are any achievement gaps closing? Which children are making rapid, accelerated progress?

Can you give an example of where the EYPP has made a big difference? This could include the progress made by a child or children, the impact on the home learning environment, the development of staff knowledge of how young children learn and/or how eligible children’s life experiences have been extended.

How do you monitor and support children’s attendance, including EYPP children?

**DEVELOPING STAFF EXPERTISE**

What opportunities have the staff had for professional development focusing on the needs of disadvantaged learners? Has any of this been funded by the EYPP?
Would further training, meetings or visits to other settings be useful eg:

- focusing on teaching and learning of **funded 2 year olds**
- focusing on teaching and learning of children with **SEND**
- focusing on teaching and learning of children with **EAL**
- focusing on teaching and learning of **Gypsy, Roma and Traveller children**
- focusing on teaching and learning of **looked after children and children who were previously looked after including adopted children**, such as attachment and Secure Base training
- focusing on teaching and learning of **boys/girls**
- focusing on teaching and learning of **summer born children**

Would further training be useful to raise awareness of the needs of **children and families living in challenging circumstances**?

Would further meetings, visits or training be useful to raise awareness of the needs of **children eligible for EYPP** in the

- Prime areas of learning: communication and language; personal social and emotional development; physical development?
- Specific areas of learning: literacy; mathematics;
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<th>Understanding the world; expressive arts and design?</th>
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**SUPPORTING HOME LEARNING**
What support for home learning do you give, and how do you monitor its impact?

How do you engage all parents, especially those living in challenging circumstances? Would further resources, training or links to external groups or agencies be useful for this?

**TRANSITIONS AND INFORMATION SHARING**
How do you work with all external agencies that support children? How could liaison be improved?

How do you ensure smooth and effective transfer of information to the child’s next setting or school? How could this be improved?

How do you share your successes, e.g. on your website?