



Early Years Professional Development Programme (PDP) Phase 2

- In February 2021, the Government announced **£10 million** for a pre-reception programme to **provide high quality training to early years staff** in order to support children who were at risk of falling behind at a critical stage of their development due to the COVID-19 pandemic.
- The objective of PDP 2, also known as 'building on success', is to equip early years practitioners (EYPs) and teachers to provide high quality support and teaching on **early language, early maths and personal social and emotional development (PSED) to the children whose learning has been most impacted by COVID-19.**
- This programme combines the best of PDP (first launched in 2019) with a **lighter and more agile delivery approach.** It also broadens the content of training to have increased focus on maths and new content on PSED to help address the impact of COVID-19, including staff wellbeing.
- It will be **delivered online** through a combination of webinars and self-study over 10 days in 21/22. The content of the modules will be on language, maths and PSED.

If you have any further questions not answered in this Q&A, please contact pre-reception.CPDPROGRAMME@education.gov.uk

Local Authority (LA) Q&A

Local authority eligibility

Does the LA need to sign up/submit an expression of interest to receive this training?

LAs eligible for PDP 2 will have received an email from DfE inviting them to take part in this programme. *We have had lots of interest in the programme, and unfortunately we have now reached capacity for local authority involvement.*

How were LAs selected to take part in the programme?

LAs were selected to take part in the programme based on a series of metrics:

Data from the [Early Years Foundation Stage Profile \(EYFSP\) results: 2018 to 2019](#) (the latest data available) was used to rank LAs based on the following metrics:

1. the absolute number of children in each LA known to be eligible for FSM
2. the overall % of children in each LA known to be eligible for FSM
3. % of children known to be eligible for FSM achieving a good level of development (GLD)
4. % point gap between children known to be eligible for FSM in the LA and all other children in the LA achieving GLD

5. % point gap between children known to be FSM-eligible in the LA and the national average for all other children for GLD
6. % of children known to be eligible for FSM achieving at least the expected level of development for communication and language (CL) in the ELGs
7. % point gap between children known to be eligible for FSM in the LA and all other children in the LA achieving at least expected level for CL
8. % point gap between children known to be FSM-eligible in the LA and the national average for all other children for CL

We also included the following metrics:

9. % of 3-4 YO's eligible for Early Years Pupil Premium [['Early years provision children pupil premium \(2018 - 2020\)' from 'Education provision: children under 5 years of age', Permanent data table – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)]
10. % of under 5s in receipt of an EHC plan [[Education, health and care plans, Reporting Year 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)]
11. Covid-19 cases rate per 100,000 resident population across the length of the pandemic i.e. the number of people per 100,000 with at least one positive COVID-19 test result, either lab-reported or lateral flow device since the start of the pandemic in each LA. This is to account for the fact that some LAs may have been hit worse by the pandemic and therefore may have had to close EY settings for long period of time. [[Cases in the UK | Coronavirus in the UK \(data.gov.uk\)](#)]

Setting eligibility

What does “high numbers” of EYPP/2YO eligibility mean?

Settings should meet at least two of the following criteria:

- Provides to at least one child with an EHC Plan or Disability Access Fund indicator
- Provides to at least one child in receipt of EYPP
- Provides to at least one disadvantaged two-year-old

We would also encourage LAs to consider EY providers where local intelligence suggests disadvantaged children would benefit from their practitioners receiving additional CPD support.

Will there be documentation LAs can share with settings to share the details of the training package?

Our delivery partner Education Development Trust (EDT) have developed promotional and taster materials for LAs and settings to outline what the training will look and feel like. These have now been distributed to participating LAs – if you have not received this information, please contact pre-reception.CPDPROGRAMME@education.gov.uk

EDT will contact you from the following address: info@eydpd2022.com. Please ensure this address is not blocked by your organisation and is added to your “safe senders” list to make sure you receive all communications.

Further information is available here: www.earlyyearsdpd.com

Is there a minimum/maximum number of settings that LAs have to put forward?

There are 2,000 EYP places on the second phase of the Early Years Professional Development Programme. We would therefore encourage LAs to provide our delivery partner, EDT, with the

details of eligible settings as soon as possible to ensure practitioners in your area can access the programme as places will be allocated on a first come first served basis.

On average, we anticipate local authorities would have around 40 practitioners taking part in the programme, however we have not set any specific recruitment targets and know these numbers may vary by LA for a variety of reasons (e.g. size).

LAs should provide data for eligible settings to EDT by **Friday 8th October**.

Any engagement LAs wish to have with settings will need to be done in tandem with providing this information to EDT.

Funding

What funding is available to LAs to enable the delivery of PDP 2?

Each LA will receive the following through section 31 funding:

- A £5,000 administration fee to support LAs with staffing for the programme
- Backfill costs of £100 per practitioner per day of training (a total cost of £1,000 per practitioner on the programme).

How much is the backfill allocation and what does this include?

The backfill cost we will be providing is £100 per practitioner per day of training (a total cost of £1,000).

Based on feedback on the current programme, this backfill rate is sufficient to provide for the cost of agency staff, providing staff cover or paying staff overtime to complete the self-study in their own time.

Can LAs top up the backfill from their own budgets if required?

Yes. We are aware backfill costs may vary between local authorities.

When would LAs receive the backfill funding?

DfE plans to issue LAs with one tranche of funding in March 2022 to cover backfill for January to March, and a second tranche in March 2023 to cover backfill for April – June 2022 and LA admin costs.

Can settings claim more than £100 per day of backfill funding per practitioner?

The daily backfill rate for this programme is limited to £100 per day for 10 days per practitioner. If a practitioner spends longer on the training, they would not receive any additional backfill payments.

Is the £5,000 LA admin payment a flat rate regardless of how many participants the LA has?

Yes. While take up may vary across LAs, we want to ensure the grant funding process is kept simple so LAs know in advance what they are getting and can plan accordingly.

Why are LAs receiving Section 31 payments in arrears?

Arrears is the standard process for Section 31 grants to ensure we are achieving value for money based on the actual numbers of participants.

How did LAs administer funding in PDP 1?

LAs are responsible for managing their own budgets to deliver the programme.

We will be funding the backfill for EYPs to participate in the programme to allow their settings to recruit suitable cover - LAs have discretion as to exactly how they distribute this to settings.

Participation and time commitments

Is there a limit as to how many practitioners per setting can take part and can they do this training in their own time?

We had envisaged one practitioner per setting would take part in the training. There is no limit on the number of practitioners per setting that take part, but setting managers should consider whether they can release more than one practitioner before signing up more than one.

There are 2,000 EYP places on the second phase of the Early Years Professional Development Programme. We would therefore encourage LAs to provide our delivery partner, EDT, with the details of eligible settings as soon as possible to ensure practitioners in your area can access the programme as places will be allocated on a first come first served basis.

Do the practitioners have to be qualified at a certain level to be eligible?

Currently, this training is targeted at practitioners and childminders with the minimum of a level 3 qualification

DfE will contact LAs directly if there is a decision to expand the criteria to level 2 qualifications.

If LAs have any concerns around this criteria, please contact DfE.

What is the rationale for having 10 days' worth of training and will smaller settings be able to participate?

10 days training was felt to be the minimum needed to deliver a quality training with impact and enabling a behaviour change in practitioners, and also ensure it is an appropriate length of time so EYPs and managers will be able to commit to the programme.

We want to get the recruitment and communication with settings right, so managers and participants are aware of what they are committing to. EDT has developed an introductory briefing video and an e-learning taster session to share with LAs, setting managers and practitioners so they are aware of what the programme will be covering.

If you have not received this information, please contact pre-reception.CPDPROGRAMME@education.gov.uk

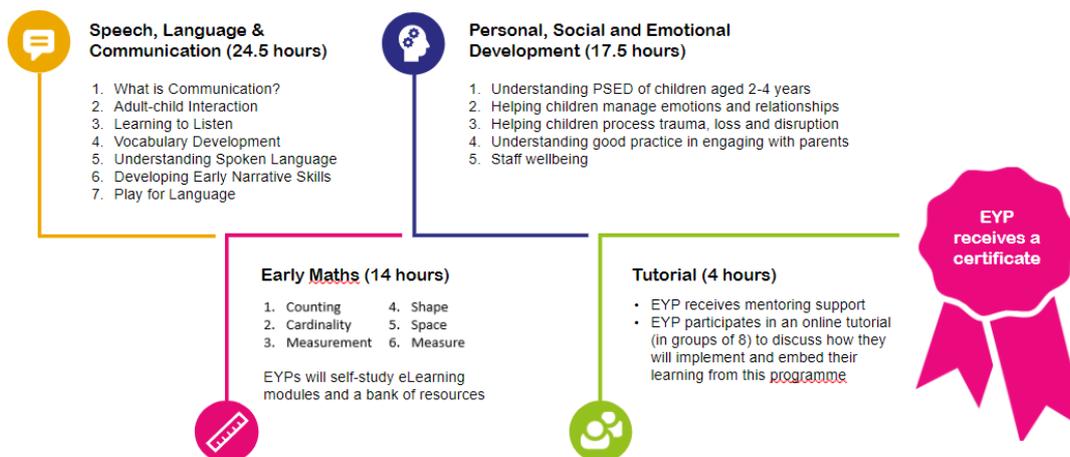
EDT will contact you from the following address: info@eydpd2022.com. Please ensure this address is not blocked by your organisation and is added to your "safe senders" list to make sure you receive all communications.

Further information is available here: www.earlyyearsdpd.com

How long is each online training session?

For each speech, language and communication and PSED module each webinar will be 1.5 hours and will have 2 hours of online self-study.

For early maths, we will have a total of 14 hours online self-study including pre-recorded videos from leading Early Years maths experts that build on the learning in the online modules and that can be accessed by EYPs in their own time.



Are the training days on specific dates or can practitioners access online when they can be released?

The programme will comprise of a mix of webinars and self-study.

Practitioners can do the self-study in their own time, but will need to take part in each webinar at a set time. Webinars will be offered on a range of days and times including twilight sessions and EYPs will book onto these using the online learning portal provided by EDT. Once the EYP has chosen a group they will be expected to remain in that group for the remainder of the programme, as such webinar days and times will remain consistent for them.

We understand that the training needs of childminders are specific and short bitesize training modules are easier for them to access and engage with, so have tried to reflect this in this programme. We have childminders taking part in PDP 1 and we are providing backfill for them.

Will practitioners be able to access a recording if they are not able to attend the live webinar session?

No recordings of webinars are planned as participants will get the most out of the training provided by actively participating in the webinars and working with other EYPs. The live sessions will be led by skilled programme trainers and the full benefit will be missed by any practitioner who misses these.

EDT will be providing live catch-up sessions if people are unable to make their original webinar, but EYPs should attend their allocated webinar wherever possible.

Will participants be expected to disseminate their learning within the setting?

Whilst there is not a set requirement for participants to disseminate their learning within settings, we encourage this. Settings will hugely benefit from participants sharing the learning and good practice they have been exposed to, as well as the skills they have developed, with their colleagues.

Should one person complete all three modules of training, or can different practitioners do different modules?

One person should do the whole training package so practitioners are equipped across the three blocks of learning. The programme has been designed to be accessed as a complete package of learning in order to maximise practitioner development.

This is an externally endorsed course with a completion certificate which requires a minimum of 80% of the content to be completed by each practitioner.

Evaluation

How are you going to measure the impact of PDP 2?

Measuring the impact of this programme is incredibly important. There is a plan to have a large scale evaluation of PDP 1 and we are currently scoping how PDP 2, alongside other recovery programmes, will also be evaluated.

EDT will also be involved in the evaluation of the programme and are working through their own plans.

We will update LAs with further detail on evaluation in due course.

What exactly will you be measuring as part of the recovery funding evaluation?

Plans for the evaluation of PDP 2 are still being formulated. We will update LAs with further detail on evaluation in due course.

Will LAs be expected to provide evaluation of the programme in their areas?

No, LAs will not be expected to evaluate the programme themselves, but may wish to do so for their own purposes.

LA support / participation

Could LAs offer just parts of the programme, for example if they have a good communication and language offer, can they just offer maths and PSED modules to the practitioners?

We are aware many LAs offer high quality training. However, this programme has been designed to be accessed as a complete package of learning in order to maximise practitioner development.

This is an externally endorsed course with a completion certificate which requires a minimum of 80% of the content to be completed by each practitioner.

Is there any expectation that LA Early Years leads will need to be involved with this to support the settings development, or is their role purely administrative support?

The value and impact of LA support in helping to reach settings is not underestimated, especially in areas where the training offering may already be comprehensive. The team at EDT are keen to develop a relationship with the LA EY Leads in each area to ensure both sides benefit from their involvement in the programme.

DfE will work to support the LA to:

Identify settings in scope for PDP 2. Settings should meet at least two of the following criteria:

- Provides to at least one child with an EHC Plan or Disability Access Fund indicator
 - Provides to at least one child in receipt of EYPP
 - Provides to at least one disadvantaged two-year-old
 - EY providers where local intelligence suggests disadvantaged children would benefit from their practitioners receiving additional CPD support
-
- Coordinate a list of suitable settings and provide contact details to EDT to enable participation in the programme (LAs may be asked to provide additional or alternative contact details if the originally identified settings cannot participate or leave the programme before delivery of training commences in January 2022 completion and the target of 2000 EYPs has not yet been reached.)
 - Work collaboratively with EDT on recruitment and retention of EYPs and settings.
 - Share any issues or concerns raised by settings with EDT and DfE to enable us to react and respond to these.
 - Effectively manage the budget for backfill, distributing appropriately to settings and in a timely way.
 - Provide accurate and timely reports to DfE on the management of the budget based on the timeframes advised.

Can LA officers access the training and training materials so they can support implementation and continue to support after the programme finishes?

We understand that LAs have an important role in keeping practitioners engaged with training and we will provide an outline of the modules that practitioners will be completing.

EDT has already provided a Taster Session for LAs and settings to experience to obtain a good feel for the eLearning element of the programme. EDT will also provide LAs an overview of the curriculum so officers can continue their highly valued supportive role in keeping early years practitioners engaged in the programme and supporting their needs. LA officers will not, however, be able to take part in the training itself.

A huge benefit of the programme is the opportunity for EYPs to engage with other practitioners outside of their setting. The group numbers for attendance at the webinars, designed around our EYP reach targets, has been carefully planned to ensure the highest quality learning experience and to create an engaging group dynamic. Additional attendees beyond the EYPs would also have financial implications (additional learner accounts would need to be set up on the Learning Management System to enable webinar attendance which would divert funding away from our core aim of reaching practitioners) as well as impacting on engagement data collected from the platform, which would skew future evaluative work.

Are LAs expected to report on progress to the DfE?

There will be no formal requirement for LAs to submit data to DfE.

We will hold termly webinars with LAs to give them the opportunity to feedback on the programme. We will obtain the numbers of EYPs taking part in the programme from EDT - this data will be used to calculate and administer section 31 funding.

Can other services within the local authority (e.g speech and language therapists and health visitors) support EYPs participating in this training?

We would encourage EYPs to work with other services to share and help embed their learning. However, there is no formal requirement for EYPs to work with other services in their area.

Implementation timing

Why are you implementing this programme so late in the year when some LAs may already have plans in place for the same group of settings? Is there any funding to support LA team capacity to implement this?

Whilst we have been working at pace to deliver interventions targeted at helping those children whose learning and development have been impacted the most from COVID-19 related disruptions, we know that timing is tight for this programme.

Lessons learned analysis from PDP 1 around the time commitment required to support the programme from LAs has resulted in several amendments to the delivery model for this programme to ease the burden on LAs. For example, our delivery partner will be taking on the logistical element of recruitment and the programme has changed from a cascade to a direct delivery model. This has been done in order to allow LAs to focus on the areas where they can add the most value and impact.

Feedback from PDP 1

How has this programme been developed in response to feedback from PDP 1?

This programme builds on the successful design and implementation of PDP in around 50 local authorities (the first phase of PDP was launched in 2019 and is due to finish in April 2022).

This programme combines the best of PDP, with a lighter and nimbler delivery approach and broadening the content of training to have increased focus on maths and new content on PSED to help address the impact of COVID including for staff.

It will be delivered online through a combination of webinars and self-study over 10 days in 21/22. The content of the modules will be on language, mathematics and PSED.