

# PVI Autumn term 2021

Welcome

If you could please mute your microphone unless you have a question to avoid background noise.

Please put any questions in the chat function or put your hand up.

Thank you

**North  
Lincolnshire  
Council**

[www.northlincs.gov.uk](http://www.northlincs.gov.uk)

## Agenda

1. General Update
2. 9 – 12 month years review
3. Best Start Plan
4. Ofsted Inspection Update
5. Covid-19 Update
6. Processing Update

- **Welcome**

Melissa Burman – EYFS Area SENCO Manager (Isle)  
Rabab Sehr – Communication and Language  
Specialist

- **PIP Forum**

- North Lincs Parent Forum – for parents and carers of children 0-25 years with Special Educational Needs and/or Disabilities (SEND)
- Parents meet monthly and co-produce an annual conference for parents and carers.
- Please promote to your families.

- **9-12 month Review**



**North Lincs Parent Forum**  
**Coffee Mornings & Events 2021/22**  
Parent Involvement and Participation (PIP).  
A National network of forums for parents and carers of children 0-25 with Special Educational Needs and/or Disability (SEND).

**September 2021**  
Thurs 9th – Zoom – See Website/Facebook for login details, 10am – 11am  
Thurs 23rd – Costa near M&S, Scunthorpe, DN15 8GR

**February 2022**  
Thurs 10th – Costa near M&S, Scunthorpe, DN15 8GR  
Fri 25th – AGM – Grange Farm Hobbies Centre, DN16 1SA 10am – 12:30pm

**October 2021**  
Thurs 7th – The Ropewalk, Barton DN19 5JT  
Fri 22nd – Surgery – Grange Farm Hobbies Centre, DN16 1SA 10am – 12:30pm

**March 2022**  
Thurs 10th – Belton Kitchen & Visitors Centre DN9 1NY  
Thurs 31st – The Yarborough Hunt, Brigg, DN20 8NS - 11am – 12:30pm

**November 2021**  
Thurs 11th – Zoom – See Website/Facebook for login details, 10am – 11am  
Friday 12th – Annual SEND Conference - Venue TBC  
Thurs 25th – Belton Kitchen & Visitor Centre, DN9 1NY

**April 2022**  
Thurs 21st – Silica Lodge Garden Centre, Scunthorpe, DN17 2BN

**December 2021**  
Thurs 2nd – Big Christmas Craft – Brigg – Venue TBC 10am-12pm

**May 2022**  
Thurs 5th – The Ropewalk, Barton DN18 5JT  
Fri 20th – Surgery – Grange Farm Hobbies Centre, DN16 1SA 10am-12:30pm

**January 2022**  
Thurs 6th – The Ropewalk, Barton DN18 5JT  
Fri 21st – Surgery – Grange Farm Hobbies Centre, DN16 1SA 10am – 12:30pm

**June 2022**  
Thurs 9th – Belton Kitchen & Visitors Centre, DN9 1NY  
Thurs 23rd – The Yarborough Hunt, Brigg, DN20 8NS - 11am – 12:30pm

**July 2022**  
Thurs 7th – Silica Lodge Garden Centre, Scunthorpe, DN17 2BN  
Thurs 21st – The Yarborough Hunt, Brigg, DN20 8NS – 11am-12:30pm

Coffee mornings are 10-11:30am, unless stated otherwise  
Please check the website for updates just in case the Government Guidelines change re Covid 19  
See Facebook or Website for zoom login details.

email - [info@northlincspip.org](mailto:info@northlincspip.org) mobile – 07510 211696 text only [facebook.com/pipforum](https://www.facebook.com/pipforum)  
[www.northlincspipforum.co.uk](http://www.northlincspipforum.co.uk)



## Annual conference – 12 November 2021

### Special Educational Needs and Disability (SEND) Conference 2021 for Parents and Carers

Friday 12<sup>th</sup> November 2021

at The Double Tree by Hilton Forest Pines Hotel  
(Ermine Street, Broughton, DN20 0AQ)

North Lincolnshire Council is pleased to announce, in co-production with North Lincs Parent Forum, the up-coming Special Educational Needs and Disabilities (SEND) Conference for Parents and Carers.

This conference is an exciting opportunity for us all to consider how inclusion is at the heart of everything we do to meet the needs of children and young people with special educational needs and disabilities within North Lincolnshire.

The agenda has been formulated with North Lincs Parent Forum to ensure the content included is informative and meaningful for you, our local Parent / Carers.

The day includes:

- Guest speakers covering:
  - The road to recovery from Covid
  - Returning to education
  - The Local Offer
  - The work of the North Lincs Parent Forum
  - Mental health support including Early Years and the Neurodiversity Pathway
- Information to support parent / carers
- Networking
- Opportunities to ask questions and share ideas
- Lunch and refreshments
- Free on-site parking

You can [book your place](#) via one of the following methods by the 5<sup>th</sup> November 2021:

Email: [isdc@northlincs.gov.uk](mailto:isdc@northlincs.gov.uk)

Tel: 01724 407988

Or you can register via the North Lincs Parent Forum

We look forward to seeing you at the event.

## 9-12 month development assessment

Completed by Community Nursery Nurses or Health Visitor

### Main areas covered-

- ASQ3 and SE
- Safe sleep
- Diet/ vitamin supplements
- Maternal Mental Health

### Growth

### Further information discussed-

- Imagination Library
- Dental care
- Safety and Accident prevention
- Immunisations
- Local amenities
- Funding access
- General health of child and ongoing medical concerns

- Home conditions
- Family interactions
- Income
- Access to information to services
- Work status



# Early Years and Childcare Funding

**North  
Lincolnshire  
Council**

[www.northlincs.gov.uk](http://www.northlincs.gov.uk)

## Early Education Funding – Spending Review Update

Department for Education are investing additional funding for the early year's entitlements worth:

- £160m in 2022-23,
- £180m in 2023-24 and
- £170m in 2024-25.

This is for local authorities to increase hourly rates paid to childcare providers for the government's funded childcare entitlement offers and reflects the costs of inflation and national living wage increases.

### Proud to Care – Funded Childcare

- North Lincolnshire Council pay childcare fees for Home Carers up to and including 31 March 2022
- All Home Carer Providers are aware, their employees will come to you with an eligibility code
- Complete Proud to Care Parent Agreement Form and submit with a claim form – funding released
- Can include all costs, deposits, care, food, etc.
- Available for all ages of children.



### **Holiday and Activities Food Programme – Fuelled**

Funding of £200m each year (3 years) to enable us to continue the Easter, Summer and Christmas holiday activities and food for children on free school meals.

Will share more information as we have this available.

# Workforce

## **New Qualification – National Professional Qualification in Early Years Leadership (NPQEYL)**

- To be launched in autumn 2022.
- Available to all early year's practitioners who are qualified to level 3 or higher, including childminders
- Training and support to develop or improve skills and capabilities needed to lead an early years setting and work with colleagues to ensure the needs of all children at the setting are met. [National professional qualifications \(NPQs\) reforms - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/national-professional-qualifications-npq-reforms)

## **Workforce Audit**

We would like to determine:

- how many people are employed in the early years sector in North Lincolnshire.
- your training and development requirements
- challenges related to recruitment and retention

If you have not already submitted your workforce data, can you please follow the link so that we have a complete picture of those employed in the sector and their qualifications.

[Workforce Audit and Consultation - PVI](#)

[Workforce Audit - Childminder and Childminder Assistants](#)

# Best Start

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## **Best Start**

### **Early Years Cluster Meetings**

Introduced termly meetings with schools, pre-schools and day nurseries to support partnership working and collaboration.

First meetings this term with a focus on the definition of 'School Readiness' for entry into a Reception class in schools and a general discussion in relation to transitions this term.

The focus for the Spring term will continue to be Transitions, where we will share draft transition toolkits and talk about best practice in relation to transitions.

## On entry to reception I...

### Characteristics of effective teaching and learning

- Show an interest in my environment and can focus on things for a short period of time
- 'Have a go' at new things and keep on trying when things get difficult
- Make my own choices and follow simple routines

### PSED

- Feel good about myself and enjoy getting praise
- Settle when my parents/carers leave me, knowing that they will be back soon
- Know when I am happy, sad or cross and can show or tell you this
- Can play with other children, and am beginning to take turns and share resources, sometimes with support

### Communication and Language development

- Let you know what I am thinking, feeling and am interested in
- Ask for help when I need it
- Follow simple instructions
- Listen and take turns when I am playing and talking
- Enjoy and join in with some songs, rhymes and stories that I know

### Physical Development

- **Can feed myself with a knife and fork**, put my shoes on and **do up my coat**
- **Can use the toilet** and wash my hands by myself
- **Can hold a pencil** and make different marks

\*Remember children all develop in different ways at different times

## Priority 5: Improving children's readiness to start school

Transitions from home to early years provision and from early years provision to school is effective for all children, particularly those who are vulnerable

Where are we now?  
(Transition tool kit)

1. **April 2021** - Transition booklet 2021 sent out to all schools and PVI settings.
2. **Spring term 2021** – Transition working party set up.
3. **Summer term 2021** – PVI and childminders consulted on transitional arrangements through visits/forums/networks.
4. **Autumn 2021** – Discussions at Cluster Groups and Questionnaire to schools and PVI settings.

# Initial findings from PVI, childminders and schools regarding transitional arrangements into reception:

**A need for a transition statement**

**A visual road map from January to support transitions**

**To develop clear one-page guides to support all transitions**

**To further develop the transition working group**

**If anyone would like to join the Transition Working Group you are very welcome, please contact [val.taylor@northlincs.gov.uk](mailto:val.taylor@northlincs.gov.uk)**

# Changes to the Early years inspection handbook for Ofsted-registered provision from September 2021

# Inspection and the COVID-19(coronavirus) pandemic

- Some elements of the inspection may be through video/telephone calls that will be agreed at the start of the inspection e.g. to involve parents or committee, that will be agreed at the start of the inspection.
- During the notification phone call the inspector will seek to understand the specific impact of COVID-19 on the provider and how leaders have responded to the situation. In this conversation safety protocols will be agreed to support the inspection being carried out in a COVID secure way.
- Inspectors will seek to understand how the provider adapted and prioritised to get the best results for children throughout the pandemic and will take this into account when making inspection judgements.
- Ofsted recognise disruption caused by the pandemic could have resulted in some children having a wider than usual range of starting points and gaps in their knowledge, inspectors will pay close attention to how providers identify and address any of these delays and gaps.
- When considering the impact of the curriculum inspectors will have due regard to any loss of learning the pandemic may have caused however they will consider what the provider is doing to address any disruption to learning to ensure that children are well prepared for their next stage of education

# Inspection and the COVID-19 (coronavirus) pandemic

## Leadership

Inspectors will seek to understand how leaders have adapted their approaches as a result of the pandemic including the rationale for any new or modified ways of working.

## Safeguarding and welfare

The pandemic increased safeguarding risks. Inspectors will consider how providers adapted approaches to safeguarding during the pandemic to make sure that:

- Vulnerable children, including those with SEND were encouraged to attend the provision
- Safeguarding procedures remained effective both for those at home and those attending provision.

Inspectors will discuss how safeguarding arrangements changed over time due to the pandemic and how providers ensured they remained effective.

Inspectors will discuss attendance patterns with providers and steps taken to ensure the best possible standards for attendance.

# EYFS requirements and previous modifications and/or disapplication.

To support early years providers during the COVID-19 outbreak, in April 2020 the government temporarily disapplied and modified certain elements of the EYFS statutory. This included detail on where providers should have applied 'reasonable endeavours' and 'best endeavours', if they were relying on any modifications and disapplication. Disapplication ended on 31 August 2021.

- Inspectors will consider any circumstances where providers were relying on modifications to and/or disapplication of the requirements.
- Inspectors will have due regard to any loss of learning the pandemic may have caused. Inspectors will consider what the provider is doing to address any disruption to learning to ensure that children are well prepared for their next stage of education.

# Revisions to the EYFS from 1 September 2021

**October 2019** – DfE launched a public consultation seeking views on changing the Statutory Framework for the EYFS. The consultation included proposed changes to the educational programmes, the early learning goals and the EYFS profile assessment.

**From 1 September 2021** – All registered nurseries, childminders, schools and preschools in England must follow the revised and final EYFS framework.

**From 1 September 2021** – Development Matters, the DfE's non-statutory curriculum guidance to support the delivery of the revised EYFS statutory framework has been updated for use. This guidance offers a top level view of how children develop and learn, and guides, but does not replace professional judgement.

## How we select providers for inspection

- The Parliamentary Under-Secretary of State for Children and Families wrote to Her Majesty's Chief Inspector (HMCI) on 3<sup>rd</sup> November 2020 to outline inspection arrangements. The letter states that Ofsted must inspect each provider within 6 years from the date of its last inspection. Ofsted will use the previous inspection judgement alongside any other information we hold about a provider to determine the timing of its next inspection.
- Providers on the Early Years Register will normally be inspected at least once within a 6 year window. Ofsted will prioritise the first inspection of newly registered providers on the Early years Register. This will normally be within 30 months of their registration date.
- As before Ofsted prioritise inspections and/or inspect more frequently when we receive a concern about a setting and risk assessment concludes that an inspection is needed. All provision judged as inadequate will be re-inspected within 6 months. All preschool and nursery provision judged as requires improvement will be re-inspected within 12 months. Where possible Ofsted will also inspect childminders judged as requires improvement within 12 months.

# Before the inspection: Clarification for providers

Ofsted confirm their requirements to dispel myths about inspection that can result in unnecessary workload for providers.

Ofsted will:

- When making judgements, take a range of evidence into account, including: discussions with leaders, staff and children; the joint learning walk; observations; speaking to parents.
- Judge fairly providers that take different approaches to meeting the requirements of the EYFS; inspectors will assess any provider's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively.

Ofsted will not:

- Create unnecessary workload for staff through its recommendations
- Advocate a particular method of planning, teaching or assessment; it is up to providers to determine and it is up to leaders to justify on their own merits rather than by referring to this handbook

Ofsted does not require providers to:

- Provide EYFS curriculum planning in any specific format for inspection
- Prepare any performance and children-tracking information for Ofsted
- Do additional work or to ask children to do work specifically for the inspection

# Notification of inspection

Inspectors should tell the provider that the relevant documentation or information they **must** access includes:

- Paediatric first-aid certificates
- The Disclosure and Barring Service (DBS) records and any other documents summarising the checks on, and the vetting and employment arrangements of, all staff working at the setting.

Section 67. Inspectors should tell the provider that the relevant documentation or information they **may need** access to includes.....

## Gathering and recording evidence - added

During inspections, inspectors will carry out the following activities:

- joint observation
- observing children
- learning walk
- discussions with leaders/managers

These activities enable inspectors to gather evidence to make valid and reliable inspection judgements and are an effective way of finding out what it is like for a child at that setting or with that childminder.

Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged children. Disadvantaged children includes children with SEND. It also includes children who meet the criteria for the provider to receive EYPP.

## Observation and discussion

Inspectors will not analyse a provider's internal progress and attainment data during an inspection. This does not mean providers cannot use data where they consider it appropriate.

Inspectors will however put more focus on the curriculum and less on a provider's analysis and interpretation of data.

Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first-hand.

Inspectors will however ask providers to explain why they have decided to collect whatever assessment data they collect, what they are drawing from their data and how that informs their curriculum and teaching.

## After the inspection

### Other information to be completed following an inspection

Inspection reports will be quality assured before we send a draft to the provider. In most circumstances, the provider will receive the draft report within 18 working days after the end of the inspection. The draft report is restricted and confidential to the relevant personnel (as determined by the provider) and should not be shared more widely or published. We may share a draft of the inspection report with the DfE and other bodies as necessary. This will only take place following moderation or quality assurance.

The provider will have 5 working days to comment on the draft report, inspection process and findings. We will consider all comments, and we will respond to the comments when we share the final report with the provider within 30 working days after the inspection.

The provider will have 5 working days to submit a formal complaint after we have shared the final report with them. If a complaint is not submitted, the report will normally be published on Ofsted's website 3 working days later. If a complaint has been submitted, the publication of the report may be delayed.

All providers are invited to take part in a voluntary post-inspection survey to contribute to inspection development.

## Part 2. The evaluation schedule

### Reaching a judgement of good, requires improvement or inadequate

Slight change of wording:

WAS – ‘A judgement of good or requires improvement will follow the **best fit** approach, with inspectors considering whether the overall quality of the provision is most closely aligned to the descriptors they set out.

NOW – ‘When considering a judgement of good or requires improvement inspectors will consider whether the overall quality of the provision is most closely aligned to the descriptions they set out.

## Part 2. The evaluation schedule

### Quality of education: Curriculum flexibility

Some providers offer a specialist early years curriculum and Ofsted recognises their autonomy to do so. For example they may follow a specific philosophical or pedagogical approach or reflect a particular faith.

The choice of teaching methods is a decision for providers, within the confines of the EYFS. Alongside any specialist education provided, it is important that children have access to a highly ambitious, broad and rich curriculum.

When reaching a judgement on quality of education, inspectors will work with leaders and managers to understand how the curriculum as a whole is structured, and where they can find evidence that the quality of education criteria are met.

The inspector will judge fairly those providers that take radically different approaches to the curriculum and will judge the quality of the provision in relation to the impact it has on children's learning, development and well-being. Inspectors will assess any provider's curriculum favourably when leaders and managers have built a curriculum with appropriate coverage, content, structure and sequencing and have implemented it effectively. They are, however, likely to assess it negatively where the specialist curriculum has been designed or is being delivered in a way that limits children's opportunities or fails to prepare them for life in modern Britain.

## Part 2. The evaluation schedule

### Quality of education: Curriculum flexibility continued

Inspectors will evaluate how well:

- Leaders assure themselves that the setting's curriculum (educational programmes) intentions are met and it is sufficiently challenging for the children it serves.
- Leaders use additional funding, including the EYPP where applicable, and measure it's impact on disadvantaged children's outcomes.
- Practitioners ensure that the content, sequencing and progression in the areas of learning are secured and whether they demand enough of the children.
- Children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning
- The provider's curriculum prepares children for their next stage

**Teaching definition is now included in the evaluation schedule rather than as a footnote.**

## Part 2. The evaluation schedule

### Personal development

Last bullet point for Good descriptor has changed;

- Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique. Practitioners do this by: teaching children to be respectful and to recognise those who help us, and contribute positively to society; developing children's understanding and appreciation of diversity; celebrating what we have in common; and routinely challenging stereotypical behaviours and promoting respect for different people.

Please contact your Early Years Development Officer for any queries or further discussion

# Covid-19

# Covid-19 - Schools and Settings in North Lincolnshire

## What do I need to do?

4<sup>th</sup> Oct. 2021

If you have a general enquiry about guidance for COVID-19 in educational settings please call or email the DfE helpline. [0800 046 8687](tel:08000468687) - lines open 8am to 6pm Mon to Fri, and 10am to 4pm weekends or email [DfE.CoronavirusHelpline@education.gov.uk](mailto:DfE.CoronavirusHelpline@education.gov.uk)  
<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>  
<https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19>

| Pupil or staff with symptoms of Covid 19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PCR Positive result                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Cluster of Covid 19 positive identified in a group of close proximity*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | WHEN TO SEEK FURTHER ADVICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>ALL SETTINGS</b></p> <ul style="list-style-type: none"> <li>child/staff member with <u>symptoms (suspected case)</u> should follow the guidelines</li> <li><u>Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</u></li> </ul> <p>You do NOT need to notify us of suspected cases or close contacts until they are a confirmed case by PCR test</p> <ul style="list-style-type: none"> <li>For other COVID-19 queries related to your setting, contact DfE helpline <a href="tel:08000468687">0800 046 8687</a></li> </ul> <p>No further action until PCR test result</p> | <p><b>ALL SETTINGS</b></p> <p><u>Child/staff member</u> with a <u>confirmed PCR positive test result</u>. Please notify North Lincolnshire Council <a href="http://s.northlincs.gov.uk/COVID19-education">http://s.northlincs.gov.uk/COVID19-education</a></p> <p><b>EARLY YEARS also:</b></p> <ul style="list-style-type: none"> <li>Notify Ofsted: <u>Tell Ofsted if you have a COVID-19 incident at your childcare business - GOV.UK (www.gov.uk)</u> of a <u>PCR confirmed Covid case</u> in a <u>child/staff member</u></li> </ul> | <p><b>ALL SETTINGS</b></p> <p>If you see a <u>cluster of confirmed cases</u> of close contact, <u>consider taking action to mitigate the spread</u>. Refer to your risk management plan to mitigate the risk of further spread in school. <i>(See next page for suggested mitigations)</i></p> <p><b>DEFINITIONS OF A CLUSTER OF CLOSE CONTACT:</b></p> <ol style="list-style-type: none"> <li>Five children or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period;</li> <li>10% of children or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period</li> <li>Two children or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period</li> </ol> <p><b>SPECIAL SCHOOLS and SMALL SETTINGS</b> (20 or fewer children, pupils, students and staff at any one time)</p> <p>Please continue to report your positive cases. The Public Health Team at North Lincs will contact you to offer support if your cases are rising rapidly in a cluster.</p> | <p><b>ALL SETTINGS</b></p> <p>Seek public health advice if a child or staff member is admitted to hospital with COVID-19 by phoning the DfE helpline - (0800 046 8687, option 1). Please also notify Public Health, North Lincolnshire Council <a href="mailto:contacttracing@northlincs.gov.uk">contacttracing@northlincs.gov.uk</a></p> <p>If you have identified risks that you cannot mitigate and need further support, contact School IPC Nurse <a href="mailto:rdash.nlschoolnurseshealthinformation@nhs.net">rdash.nlschoolnurseshealthinformation@nhs.net</a></p> <p>If you urgently need Public Health advice outside of office hours and need, please contact the UKHSA Health Protection Team: <b>0151 909 1219</b></p> |

## Responsibilities

### Ofsted

Must notify Ofsted of any confirmed cases in the setting, whether a child or a staff member. Should also tell Ofsted if they have to close the setting as a result. It is a legal requirement as set out in paragraph **3.52** of the [early years foundation stage statutory framework](#). They should report as soon as they are able to, and in any case within 14 days. Settings can see '[tell Ofsted if you have a COVID-19 incident at your childcare business](#)' to ensure that all the required information is included in their notifications.

### Risk Assessments

You should regularly review and update your risk assessments. If you have not done this since your return in September, we recommend this. You should also be monitoring whether the controls are effective and working as planned.

## Control Measures

You should continue with control measures including:

- Ensuring good hygiene for everyone, frequent hand cleaning, 'catch it, bin it, kill it'
- Maintaining appropriate cleaning regimes, twice a day is recommended with a focus on frequently touched areas
- Keeping spaces well ventilated, balancing
- Follow public health advice on testing, self-isolation and managing confirmed cases of Covid-19
- Staff testing twice weekly at home with rapid lateral flow device (LFD) test kits, 3 – 4 days apart.
- consider measures you can take to protect clinically vulnerable/clinically extremely vulnerable staff and children where there is known or likely contact, especially where they aren't fully vaccinated.
- Ensure anyone with symptoms/positive LFT result stays at home and seeks a PCR test.

## Contingency Plans / Outbreak Management Plans

All settings should have contingency plans or outbreak management plans in place describing what you would do if a child, children or staff team member(s) test positive for Covid-19.

The plan should contain:

- Roles and responsibilities
- When and how to seek public health advice
- Types of control measures you might put into place
- How you would communicate this to staff, children and parents

Your contingency/risk management plans should apply a balanced approach, depending on the number of cases in your setting and should be reviewed regularly. North Lincolnshire Public Health Team will work with you to discuss risk management according to local Covid-19 rates in schools and the community and other local pressures such as hospital occupancy/admissions. Restricting access to the setting should only be considered as the last resort.

### **When should you consider taking additional action**

- 5 children or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period
- 10% of children and/or staff who are likely to have mixed closely test positive for Covid-19 within a 10-day period

Small settings with less than 20 staff and/or children

- 2 children and/or staff who are likely to have mixed closely, test positive for Covid-19 within a 10-day period

### **What might be included in your contingency plan**

- keeping groups apart for a temporary period
- removal of malleable items (Play doh, sand)
- spending more time outdoors
- one off enhanced cleaning – focus on touch points and shared equipment
- face coverings in corridors and communal areas (unless exempt)
- minimising or ceasing visitors to setting
- communications with parents
- increased frequency of LFD testing for staff
- attendance restrictions / closing only as a last resort

## **Self-isolation**

Individuals are no longer required to self-isolate if they live in the same household as someone with Covid-19, or are a close contact with a positive Covid-19 case, where they:

- are fully vaccinated
- are below the age of 18 years and 6 months
- have taken part in or are currently part of an approved Covid-19 vaccine trial
- are not able to get vaccinated for medical reasons

Instead, they are strongly encouraged to take a PCR test.

Staff do not need to self-isolate, and children who usually attend the setting and have been identified as a close contact, should continue to attend the setting as normal.

## **Childminders –**

Where a household member is self isolating, you can continue to provide childcare if this is:

- Only as a result of coming into contact with a positive case and that positive case is not normally or currently resident in the childminder's home
- The household member is not showing symptoms of Covid-19.
- You should review your risk assessment
- Where someone in the household has a positive test, you cannot care for children in your home until the isolation and or sickness periods have finished.

# EARLY EDUCATION FUNDING

**North  
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Council**

[www.northlincs.gov.uk](http://www.northlincs.gov.uk)

### **Claim Amendments:**

Ensure PAFs are in for any children who started/or changed hours before **7th October** asap if not already done so. We will continue to accept amendments up until the **26 November 2021**.

### **Funding report:**

The funding report has been sent today, please check for any discrepancies.

### **Spot Checks:**

We have been in touch with those due this term to plan a face to face or virtual check.

### **Term Dates:**

Please complete the term date form which has been sent through the portal.

### **30-hour codes:**

Codes that have a start after 1st September 2021 are not eligible for 30-hours until Spring 2022.

# Spring 2022

**North  
Lincolnshire  
Council**

[www.northlincs.gov.uk](http://www.northlincs.gov.uk)

### 30-hours

- Start date of the 30-hour code on or before 31st December 2021 and an end date on or after 1st January 2022.
- Can't use extended hours in a grace period if child has started at a new setting, only used universal hours in the previous term or moving from 2- to 3-year-old funding.

**Some newly turned three-year-olds may have received their code early in the September and therefore may need to reconfirm before 31 December 2021 for the code to be valid for the Spring term.**

- **Please check codes before allowing new children to start** – don't wait until completing headcount.
- If EH doesn't show on the headcount table then they are not eligible for the term you are wishing to claim for.
- **Check expiration dashboard** and remind parents who will be with you at the start of a new term to reconfirm their code.
- Encourage new parents to apply by 30 November 2021.

### Paperwork:

If you have ordered paperwork, we will be in touch shortly to arrange delivery.

### Notice periods:

Notice periods will not be honoured where a child leaves at the end of one term and does not return at the start of the following term.

### PAFs:

Please send any PAFs you have by the deadline rather than waiting for them all to come in.

### Charging for non-compliance

Not entering parent/carer details if they are on the PAF you are submitting

### Census

Statutory return that must be completed by 21 January 2022.

|                                            |                           |
|--------------------------------------------|---------------------------|
|                                            | Spring 2022               |
| 3- & 4-year-olds (DOB range)               | 01.01.17 - 31.12.18       |
| 2-year-olds* (DOB range)                   | 01.01.19 - 31.12.19       |
| Funded Weeks                               | 12                        |
| Estimate /Forecast Task sent out           | w/c 29 Nov 2021           |
| Estimate Task submitted                    | 10 Dec 2021               |
| Estimate Payment made                      | 23 Dec 2021               |
| Final/Actual Task sent out                 | w/c 10 Jan 2022           |
| Final Task submitted                       | 21 Jan 2022               |
| PAF's submitted                            | 24 Jan 2022               |
| Balancing payment made                     | 25 Feb 2022               |
| Payment lists sent out                     | w/c 28 Feb 2022           |
| Final date for Amendments                  | 18 Mar 2022               |
| Amendment payments and final payment lists | No later than 31 Mar 2022 |

## Two-Year Old Funding

- Applications open for January 2022
- DWP list this week
- Marketing to encourage take up

Take up:

|                       | Autumn 2021 |
|-----------------------|-------------|
| No. Eligible families | 606         |
| Applications received | 538         |
| Children in settings  | 478         |
| Local take up         | 89%         |
| National take up      | 79%*        |

*\* national average 62% in January 2021 census*

# Funding Calculator

We have devised a funding calculator which you may find useful to help you to calculate your projected/estimated income for the year.

I can give you a quick demonstration.

Please let us know if you need any help with it or have any questions, hopefully you will find it helpful.

[North Lincolnshire Council | Information for early years childcare providers - North Lincolnshire Council \(northlincs.gov.uk\)](http://northlincs.gov.uk)

| PVI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            | Nursery Calculator                                               |                       |                                                                                                                                            |                           |                                                                  |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------|-----------------------|-----------------------------------|-----------------------------|---------------------------------|--|-------------|--|-------------|--|-------------|--|----------------------|----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----------------|--|---|--|---|--|---|--|--|--|-----------------------------|--|---|--|---|--|
| EARLY YEARS FUNDING FORMULA - TERMLY CALCULATOR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |                                                                  |                       |                                                                                                                                            |                           |                                                                  |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| This funding calculator is for illustration purposes only. As we do not accept any liability for decisions made based on this information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                            |                                                                  |                       | This funding calculator is for illustration purposes only. As we do not accept any liability for decisions made based on this information. |                           |                                                                  |                       | This funding calculator is for illustration purposes only. Actual hourly rates may be subject to change. We do not accept any liability for decisions made based on this information. |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| Complete each stage by entering information in areas highlighted in yellow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                            |                                                                  |                       |                                                                                                                                            |                           |                                                                  |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| Enter below the number of nursery pupils against the expected hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |                                                                  |                       |                                                                                                                                            |                           |                                                                  |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| Summer 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                            |                                                                  |                       | Autumn 2021                                                                                                                                |                           |                                                                  |                       | Spring 2022                                                                                                                                                                           |                           |                                                                  |                       | RATES 2021-2022                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| Number of hours attending each                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Number of 3 & 4 year olds  | No. of EYFP & Deprivation children *Universal hours only up to a | Number of 2 year olds | Number of hours attending each                                                                                                             | Number of 3 & 4 year olds | No. of EYFP & Deprivation children *Universal hours only up to a | Number of 2 year olds | Number of hours attending each                                                                                                                                                        | Number of 3 & 4 year olds | No. of EYFP & Deprivation children *Universal hours only up to a | Number of 2 year olds | Basic hourly rate 3 & 4 year olds | EYFP & Deprivation per hour |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                          | 0                                                                | 0                     | 4                                                                                                                                          | 0                         | 0                                                                | 0                     | 4                                                                                                                                                                                     | 0                         | 0                                                                | 0                     | 4.20                              | 0.50                        |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                          | 0                                                                | 0                     | 6                                                                                                                                          | 0                         | 0                                                                | 0                     | 6                                                                                                                                                                                     | 0                         | 0                                                                | 0                     | 5.30                              | 0.00                        |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                          | 0                                                                | 0                     | 10                                                                                                                                         | 0                         | 0                                                                | 0                     | 10                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 10                                                                                                                                         | 0                         | 0                                                                | 0                     | 10                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 12                                                                                                                                         | 0                         | 0                                                                | 0                     | 12                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 13                                                                                                                                         | 0                         | 0                                                                | 0                     | 13                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 14.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0                          | 0                                                                | 0                     | 14.5                                                                                                                                       | 0                         | 0                                                                | 0                     | 14.5                                                                                                                                                                                  | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 15                                                                                                                                         | 0                         | 0                                                                | 0                     | 15                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 18                                                                                                                                         | 0                         | 0                                                                | 0                     | 18                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 21                                                                                                                                         | 0                         | 0                                                                | 0                     | 21                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 24                                                                                                                                         | 0                         | 0                                                                | 0                     | 24                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 26                                                                                                                                         | 0                         | 0                                                                | 0                     | 26                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 27                                                                                                                                         | 0                         | 0                                                                | 0                     | 27                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 0                          | 0                                                                | 0                     | 30                                                                                                                                         | 0                         | 0                                                                | 0                     | 30                                                                                                                                                                                    | 0                         | 0                                                                | 0                     |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                                                                  | 0                     |                                                                                                                                            |                           | 0                                                                |                       |                                                                                                                                                                                       | 0                         |                                                                  |                       | Funded hours each term            |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                                                                  | 0                     |                                                                                                                                            |                           | 0                                                                |                       |                                                                                                                                                                                       | 0                         |                                                                  |                       | Funded hours each term            |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| <table border="1"> <thead> <tr> <th colspan="2">FUNDING CALCULATION FOR 2021-22</th> <th colspan="2">Summer 2021</th> <th colspan="2">Autumn 2021</th> <th colspan="2">Spring 2022</th> </tr> <tr> <th>3&amp;4 year old funding</th> <th>EYFP &amp; Deprivation funding</th> <th>£</th> <th>£</th> <th>£</th> <th>£</th> <th>£</th> <th>£</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td colspan="2">Total each term</td> <td colspan="2">0</td> <td colspan="2">0</td> <td colspan="2">0</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Estimate for Financial Year</td> <td colspan="2">0</td> <td colspan="2">0</td> </tr> </tbody> </table> |                            |                                                                  |                       |                                                                                                                                            |                           |                                                                  |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             | FUNDING CALCULATION FOR 2021-22 |  | Summer 2021 |  | Autumn 2021 |  | Spring 2022 |  | 3&4 year old funding | EYFP & Deprivation funding | £ | £ | £ | £ | £ | £ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Total each term |  | 0 |  | 0 |  | 0 |  |  |  | Estimate for Financial Year |  | 0 |  | 0 |  |
| FUNDING CALCULATION FOR 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            | Summer 2021                                                      |                       | Autumn 2021                                                                                                                                |                           | Spring 2022                                                      |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 3&4 year old funding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EYFP & Deprivation funding | £                                                                | £                     | £                                                                                                                                          | £                         | £                                                                | £                     |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                          | 0                                                                | 0                     | 0                                                                                                                                          | 0                         | 0                                                                | 0                     |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                          | 0                                                                | 0                     | 0                                                                                                                                          | 0                         | 0                                                                | 0                     |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                          | 0                                                                | 0                     | 0                                                                                                                                          | 0                         | 0                                                                | 0                     |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
| Total each term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            | 0                                                                |                       | 0                                                                                                                                          |                           | 0                                                                |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            | Estimate for Financial Year                                      |                       | 0                                                                                                                                          |                           | 0                                                                |                       |                                                                                                                                                                                       |                           |                                                                  |                       |                                   |                             |                                 |  |             |  |             |  |             |  |                      |                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                 |  |   |  |   |  |   |  |  |  |                             |  |   |  |   |  |

Any questions, comments, discussion

**Thank you for your time.**