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# Newsletter

# October 2025

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**Welcome to our October newsletter** and welcome to new subscribers who have subscribed to our newsletter recently. Our aim is provide you with information to support you as an educator working with children under five re childminder, or working in a private and voluntary setting or in a primary school in the nursery or reception class or nursery school. We offer online live and recorded sessions, face to face sessions and learning walks and conferences in different parts of our Liverpool City Region and Beyond Hub area. Our recent SEND Ordinary Available Inclusive Provision conference in Lancaster provided opportunities for educators to hear from other educators about their neuro diverse practice. If you would be interested in us repeating this conference near you or online email us on [sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk) Our focus is on communication and language, literacy, mathematics, Personal, Social and Emotional Development as well as exploring the 17 Sustainable goals and developing a climate action plan <https://www.evertonnurseryschoolandfamilycentre.org/early-years-sustainable-hub> E-mail us if you would like bespoke support in these areas as we link to the Education Endowment Foundation Early Years Evidence Store <https://educationendowmentfoundation.org.uk/early-years> and the DfE Child Development modules <https://child-development-training.education.gov.uk/> If you havent registered, have a look at the modules for either yourself or your setting.

Other updates include:

### **[Ofsted inspection framework and toolkit](#)**

The updated Education Inspection Framework will take effect from 10th November 2025. Early years settings

will now be assessed using a 5-point scale across key areas: inclusion, curriculum and teaching, achievement, behaviour and routines, welfare and wellbeing, and leadership and governance. An inspection toolkit and operating guide are available, outlining expectations for each grading level.

### **[School based Nurseries – phase 2 announcement](#)**

On 4 September, the second phase of the school-based nurseries programme was launched, having an increased focus on supporting families in disadvantaged areas to access early years provision. This phase supports projects ready to offer new childcare places in 2026/27

State-funded primary schools and maintained nursery schools can apply for up to £150,000 of capital funding to create or expand on-site nurseries. The [online application service](#) opens from the 22 September until 5pm on the 11 December.

### **[Math's Champions Programme](#)**

Fully Funded Maths Champions, starting from September 2025. Funded by the Department for Education, places are now available to school-based nurseries, academy nurseries, nursery schools and PVI settings across England. To read more about the programme visit the [NDNA website](#) or watch [this short information video](#).

Register your interest [here](#).

### **[3-part Webinar series from the Stronger Practice Hub](#)**

★ “An Introduction to...” ★ designed to support and inspire educators who are new to Early Years.

This three-part series will cover:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

For further information or to book your place, email

[sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk)

## **October 2025 issue**

**Welcome, Early Mathematical Development, Climate Action Plan, Early Years and SEND Professional Development Network, EYFS Leadership Network, Mathematics in the Early Years, Maths Champion, Early Years Insights, Ramp Play booklet, BBC CBeebies Parenting, DfE EYFS Statutory Framework, Nuffield Foundation Achieving high-quality provision, CPD.**

**Are you looking for Mathematics inspiration?** Unlock the Building Blocks of Early Mathematical Development!

🌟 Join us for an exciting CPD training series designed to explore the fundamental skills that spark a lifelong love of maths — tailored for children aged:

👶 2–3 years

👦 3–4 years

👧 4–5 years

### **What to Expect:**

- Dive into the theory behind key mathematical principles with a clear, evidence-based approach
- Explore real-life examples and learning in action through focused learning walks
- Tackle gap tasks in your own setting, then share and grow through group networking and feedback
- Boost your CPD portfolio with enhanced, hands-on experiences
- Share evidence of learning through bespoke case studies, showcasing progress and inspiring practice.

**See it. Do it. Master it.** Join a community of practitioners committed to making maths magical for young learners! We are offering a network of 5 sessions for you to attend at Evelyn Street Primary Academy and Nursery, Evelyn Street, Warrington, WA5 1BD. See the dates below. Email the Hub to book a place on any of the sessions

[sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk)

	<b>Focus</b>	<b>Learning Walk and Face to Face training</b>
<b>November 2025</b>	Promoting fluency with numbers and sequences	Thursday 27th November 9.30-11.30
<b>December 2025</b>	Teaching problem solving skills for maths	Thursday 11th December 9.30-11.30
<b>January 2026</b>	Teaching and modelling how to make comparisons and connections	Thursday 22nd January 9.30-11.30
<b>February 2026</b>	Facilitating mathematical language	Thursday 26th February 9.30-11.30

**Don't forget to join our Leadership Network online:**

This will be held the first **Tuesday of each month** on  
Workplace **Zoom**

**3.45pm – 4.30pm**

**Meeting ID: 881 3994 7902**

**Passcode: 005369**

**The same ID and passcode for every monthly  
Tuesday meeting.**

**November 4th**

**December 2nd**

**January 6th 2026**

**February 3rd**

**March 3rd**

**We also have a SEND/Early Years Network:**

This will be held the first **Thursday** of each month on  
Workplace Zoom

**6.00-7.00pm**

**Meeting ID: 874 2439 5942**

**Passcode: 774607**

**The same ID and passcode for every monthly  
Thursday meeting.**

**October 2nd**

**November 6th**

**December 4th**

**February 5th 2026**

**March 5th 2026**

Please contact

[sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk) to book  
place.

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**Are you looking for inspiration to write or add to your Climate Action Plan (CAP)?** Have a look at our Sustainable Hub website (designed with content from Highfield Nursery School/East of England Stronger Practice Hub) that has lots of suggestions to help you begin your journey.

<https://www.evertonnurseryschoolandfamilycentre.org/climateactionplanning>



## Early Years and SEND Professional Development Network



Liverpool City Region and Beyond Stronger Practice Hub have an Early Years Professional Development Network for the Early Years Sector

The aim of this network is to offer bitesize training, legislation and policy updates, a safe space to ask questions to other professionals and share best practice.

**Audience: Childminders, early years educators and those working in practice with under 5s.**

This will be held the **first Thursday of each month** on Workplace Zoom **6.00-7.00pm**

**Meeting ID: 874 2439 5942**

**Passcode: 774607**

**The same ID and passcode for every monthly Thursday meeting.**

- **August 7<sup>th</sup>**
- **September 4<sup>th</sup>**
- **October 2<sup>nd</sup>**
- **November 6<sup>th</sup>**
- **December 4<sup>th</sup>**
- **February 5<sup>th</sup> 2026**
- **March 5<sup>th</sup> 2026**



## EYFS Leadership Network

Liverpool City Region and Beyond Stronger Practice Hub have an Early Years Leadership Network for the Early Years Sector.

The aim of this network is to offer, legislation and policy updates, updates on training for your staff teams, a safe space to ask questions to other professionals and share best practice.

**Audience: School leaders, EYFS Coordinators, Nursery Manager, Childminder Leads, LA reps**

This will be held the first **Tuesday of each month** on Workplace Zoom  
**3.30pm – 4.15pm**

**Meeting ID: 881 3994 7902**  
**Passcode: 005369**

**The same ID and passcode for every monthly Tuesday meeting.**

- **August 5th**
- **September 2nd**
- **October 7th**
- **November 4th**
- **December 2nd**
- **January 6<sup>th</sup> 2026**
- **February 3rd**
- **March 3rd**

# **Liverpool City Region and Beyond Early Years Stronger Practice Hub Case Study:**

## **Mathematics in the Early Years**

### **Introduction**

Evelyn Street Primary School (strategic partner of Liverpool City Region and Beyond Early Years Stronger Practice Hub) place a strong emphasis on upskilling the adults who work alongside the youngest children, recognising that high-quality early interactions shape a child's lifelong attitude towards learning. The school invests in continuous professional development to ensure that staff have the knowledge, understanding, and practical skills needed to nurture curiosity and create an environment where children become engaged, active learners.

Central to this approach is the use of instructional coaching, as recommended by the Education Endowment Foundation (EEF) to develop and strengthen teaching practice. Through this model, highly skilled and experienced practitioners provide live modelling, targeted feedback, and supportive dialogue. This enables all staff to refine their practice in real time, build confidence, and deepen their understanding of how to respond to children's needs and interests effectively. This case study will explore how this investment in adult development at Evelyn Street Primary School leads to stronger relationships, richer learning opportunities, and a classroom environment where curiosity and engagement thrive.

The following examples highlight how high-quality adult interactions and purposefully designed learning

environments at Evelyn Street Primary School support children's mathematical development in meaningful and engaging ways.

#### Environment and the role of the adult

The input is a small group of the youngest children engaged in daily Makaton which this week, is 5 Little Sandcastles. As a setting with a majority of children with English as an Additional Language, we use Makaton throughout the day. This is particularly valuable when introducing number rhymes. Currently our children are singing 5 Little Sandcastles which we share via an online learning platform, Tapestry, for families to engage with at home too.



The boys in nursery had chosen subitising cards and dice (completely independently from Continuous Provision) and had created a turn taking game where they rolled the dice and then looked for the corresponding card. Counting and using number names throughout.



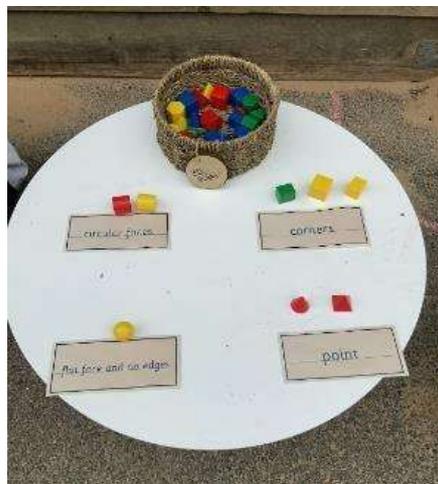
We ensure children have opportunities to develop their mathematical understanding throughout our provision. The use of varied resources such as heuristic items in the outdoors area engages children to organise their counting and develop their experience of shape and size for example and be active mathematicians.



In our reception classroom, mathematics plays a vital role in early learning, helping children develop key skills such as counting, pattern recognition, and problem-solving. High-quality resources such as manipulatives, number lines, and visual prompts make abstract concepts engaging for children and provide support for their development. Skilled staff support is also important to provide scaffolds for children during their mathematics learning. Adults expose children to hands-on experiences and mathematical language which creates rich opportunities for exploration and critical thinking. Together, high-quality resources and adult support inspire children to learn fundamental mathematical skills needed in later life.

### **Shapes**

Below is evidence of a high-quality mathematics environment represented through our weekly challenges for children to complete independently, with their peers and with adult support.



This activity allowed children to use content the teacher had taught in their directed mathematics sessions to extend and consolidate their knowledge of understanding the properties of some 3D shapes. Children worked together to read each statement with support and matched them to the correct shapes. Opportunities for talk, social interaction and relationship building were evident during this activity. As an additional challenge, children were asked to talk about objects in their environment that represent each shape.

“The cone is like a party hat; it has a point on top and a flat circle surface”.

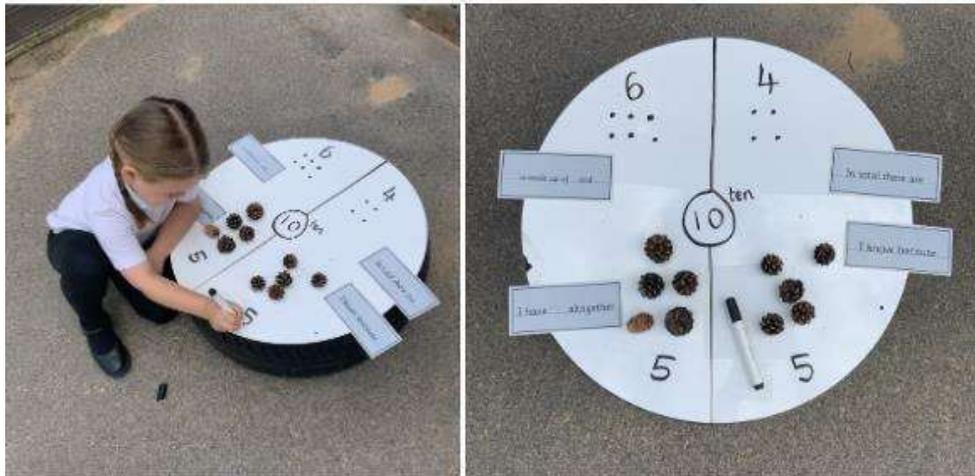
“I can see corners on the cube and cuboid. An ice is sometimes a cube”.

“Do you think the sphere has a circular face? It rolls away off the table because it has no flat faces”.

“I see a cone every day on the street. There are construction workers there, so they leave cones out”.

### **Number**

In this mathematics challenge, children were asked to work on their number bonds to ten by finding ten natural items and then splitting them into two groups. As an additional challenge, the children were asked to represent the numbers by writing them down and saying the number sentence aloud.



"4 + 6 = 10"

"10 is made up of 5 and 5"

Familiar stem sentence prompts are available for both children and adults to read. Children are encouraged to explain their process and reasoning during maths learning.

### Counting beyond 10

Children were asked to count resources from a large group greater than 10. Children used recently taught strategies to organise the items into rows of 5 and 10 using number frames. This process helped the children to count in fives and tens and subitise the total more efficiently. The role of the adult during this activity is to assess the child's understanding and model the process, if necessary. Providing concrete scaffolds for the children helps to minimise any misconceptions that may arise.

The child below wanted to check he had included all his counters when counting. He transferred his counters to the ten frames to check he had the correct total.



Children are asked how they know they have counted correctly and are asked to explain their thinking –

“I know because I counted 5 then 10, then 15 and one more. It’s 16”.

“I know because I can see 10 and 4 more, it’s 14”.

### **Conclusion**

As a result of high-quality Continuing Professional Development (CPD), practitioners demonstrated highly effective interactions and created a rich, engaging learning environment. Consequently, children confidently manipulated a wide range of mathematical resources, enabling them to explore concepts more deeply and apply their learning in meaningful ways. This led to measurable improvements in children's mathematical vocabulary, fluency in using precise language to describe their thinking, and greater confidence when solving problems and explaining their reasoning.

### **Inspired to learn more?**

#### **The Liverpool City Region and Beyond Early Years Stronger Practice Hub**

The Liverpool City Region and Beyond Early Years Stronger Practice Hub provides advice, shares good practice and offers evidence-based professional development for early years practitioners. You can find more information on our website: <https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysph>

This is where you can also find information on recorded CPD sessions such as exploring mathematics in Early Years.

#### **The Education Endowment Foundation**

Read more about the approaches and practices to support mathematics in the early years on the [Education Endowment Foundation's Early Years Evidence Store](#).

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# Maths Champion



## Maths Champions Programme

**Maths Champions is an online professional development programme with 12 months access developed by National Day Nurseries Association (NDNA). The programme consists of nine steps which can be completed flexibly around your schedule.**

The aim of the programme is to increase practitioner knowledge, awareness and confidence in supporting early mathematics in order to improve outcomes for children. Participating nurseries will nominate a Maths Champion and Deputy Maths Champion who will lead the programme supporting and driving improvement.

The Education Endowment Foundation (EEF) evaluation report found that:

- + **Children in Maths Champions setting made, on average, the equivalent of three months' additional progress in maths and language attainment compared to a control group**
- + **Children eligible for Early Years Pupil Premium (EYPP) made, on average, the equivalent of six months' additional progress in maths attainment**
- + **Maths Champions received the EEF's highest possible security rating for the strength of the evidence and the low cost to settings.**

Our own research found that:

- + **100% of settings said that their knowledge of supporting children's mathematical development improved during the course of the programme**
- + **100% of settings said that the programme had a beneficial impact on the staff in their setting**
- + **95% of settings said the programme was good value for money**
- + **95% of settings would recommend the programme to others.**

Find out more at:  
[ndna.org.uk/maths-champions](https://ndna.org.uk/maths-champions)





As an NDNA Maths Champion you will support your team to evaluate and develop their knowledge, understanding and practice in relation to early year's mathematics, in order to increase their confidence in supporting and teaching children in this area.

You will support staff to develop an enabling environment resulting in high quality maths experiences being available throughout the day, providing children with the best possible start in their mathematical development.

The Maths Champions Programme contains nine steps for you to work through during your enrolment. A brief outline of these steps can be found below.

#### **Step 1: Initial Tasks**

This section includes important information about the programme and what is expected throughout. It also allows us to get to know you better.

#### **Step 2: Reflective Learning Journal**

This section contains an optional learning journal that you can use throughout the programme to record your reflections, training, development plans and achievements.

#### **Step 3: Online Training**

This section contains three bespoke online training courses designed to enhance and consolidate your current knowledge and support staff and children to improve outcomes.

#### **Step 4: Children's Observational Assessment**

This section contains a tracking tool to record the impact of changes made throughout the programme on a chosen sample of children.

#### **Step 5: Audits**

This section contains a learning environment and staff confidence audit tool to help you evaluate your current practice and identify areas for improvement that you can focus on.

#### **Step 6: Action Plans**

This section contains action plan templates allowing you to record key priorities identified in the audits. These can be used throughout the programme to improve practice and record your achievements.

#### **Step 7: Core Activities**

This section contains core play based activities to be carried out with children in your setting. The aim of these are to increase staff's understanding and confidence and to benefit children's attainment through every day activities.

#### **Step 8: Measuring Impact**

This section requires you to revisit the tracking tool in step four and the audits and action plans in steps five & six to identify the areas where you have made improvement and evaluate the impact of this and success of the programme.

#### **Step 9: Case Study**

This section contains a case study for you to complete focussing on an area that you have been developing throughout the programme. This is your opportunity to share the success you have had.

The programme includes two online training courses specifically created by Dr. Sue Gifford for the Maths Champions Programme. These cover the key aspects of maths in the early years including priorities, predictors from research, the progression of big ideas in early number sense and the key aspects of shape, space and measures. You will also explore developmentally appropriate teaching approaches and investigate different methods for observing, assessing and planning for maths across the different ages of children in the setting.

You will also receive ongoing support throughout the 12 months on the programme through:

- + **An initial live induction to take you through the programme steps and how to log in with opportunity for questions**
- + **Monthly one-to-one support to discuss your progress, any obstacles and any further support we can offer**
- + **Regular live webinars on emerging topics with opportunities to network and ask questions.**

You can also gain access to an extensive Resource Bank with hundreds of additional activities, handouts and useful links.



 Songs & Rhymes	 Role Play & Small World	 Construction & Block Play	 Outdoor M
 Cooking	 Holidays & Festivals	 Maths & IT	 Maths at H
 Useful Links	 Printable Resources	 Research & Articles	 Webina

## What our champions are saying...



"The observational assessment breaks down the areas of maths further than we have ever looked at them before and has helped so much with staffs understanding and also unpicking children's knowledge and understanding. As a result, it showed children in our setting have made good improvement with mathematics, showing more interest in mathematics around them and in their environment."

**+ PVI Pre-School**

"The core activities provided carefully structured learning opportunities, designed to be rehearsed and consolidated. They supported the EYFS ethos of learning through play, and so the children never tired of them. They were eager to repeat them throughout the week, thus ensuring mathematics skills and understanding were embedded."

**+ Nursery Class**



"The programme was really well set out and the format was great – quick and easy to use."

**+ PVI Pre-School**

"Being involved in the Maths Champion programme has been an amazing experience and one which will impact on the children and staff for years to come."

**+ Nursery School**



Find out more at:  
[ndna.org.uk/maths-champions](http://ndna.org.uk/maths-champions)

## Maths Champions Information Sheet

National Day Nurseries Association (NDNA) are delighted to have secured funds to deliver the Maths Champions programme through the Education Endowment Foundation (EEF) and the Department for Education (DfE). The 12 month online programme has been evaluated by the EEF with York and Durham University and has been proven to boost children's Maths and Language attainment by an average of [3 additional months](#).

### About the Programme

The programme aims to improve maths attainment of children in an early years setting by training a Maths Champion and Deputy Maths Champion (MC and DMC) in key mathematical concepts and increasing staff confidence. After completing a live induction and online training modules the MC will lead on completing a staff confidence and nursery environment audit and action plan to improve the mathematical learning environment and confidence of all staff. They will also lead on implementing 10 or more core activities with children that build on the key areas of maths learning. MCs will then be able to revisit their audits and review the outcomes of the core activities. Throughout the 12 months the MC and DMC will have access to ongoing one-to-one support from an Early Years Expert as well as regular webinars on arising topics.

As part of this DfE-funded scaled delivery, the programme will be available at no cost to participating settings.

### Programme steps:

- ▶ STEP 1: Initial Tasks
- ▶ STEP 2: Reflective Learning Journal
- ▶ STEP 3: Online Training
- ▶ STEP 4: Children's Observational Assessment
- ▶ STEP 5: Self Assessment Audits
- ▶ STEP 6: Action Plans
- ▶ STEP 7: Core Activities
- ▶ STEP 8: Measuring Impact
- ▶ STEP 9: Case Study

### To take part in the programme you must:

- Be a private, voluntary, or independent (PVI) nursery, maintained nursery school or children's centre, or state funded school-based nursery with children accessing 3- and 4-year-old places attending for at least 15 hours per week
- Be able to nominate a level 3 practitioner to be the Maths Champion, who will run the programme in your setting and nominate another level 3 practitioner to be the Deputy Maths Champion, who will support the Maths Champion.
- Not currently be using the NDNA Maths Champions programme or have taken part in the programme in the last two years
- Be committed to completing the mandatory steps of the programme over the 12-month period to the best of your ability
- Have onsite access to a computer with internet connection
- Be based in England
- Be ready to begin on programme between February and June 2026.

Delivery will commence from February 2026. For more information on the programme please visit the [NDNA website](#)

To register your interest please follow the link [here](#) or scan the QR code below to complete the short Expression of Interest form. If you meet the criteria above you will then be sent the full registration materials.

Please note: Where MOUs are received from settings with more than 10% of children in receipt of EYPP these will be prioritised to the programme.



As part of NDNA's recruitment of settings for the Maths Champions programme, we are holding a number of information sessions. Led by our team of expert Early Years Advisors, these sessions will provide a comprehensive explanation of the programme, the eligibility criteria for settings to take part, and the commitment involved. There is also an opportunity for settings to ask direct questions to the Early Years Advisors, followed by clear instructions of next steps and how to sign up.

Below are the dates we have scheduled, and additional dates will be added in November.

### Maths Information Sessions

#### October

Friday 10th October 11:00-11:30  
Wednesday 15th October 14:30-15:00  
Monday 20th October 14:00-14:30  
Thursday 23rd October 15:30-16:00  
Tuesday 28th October 14:00-14:30  
Thursday 30th October 13:30-14:00

#### November

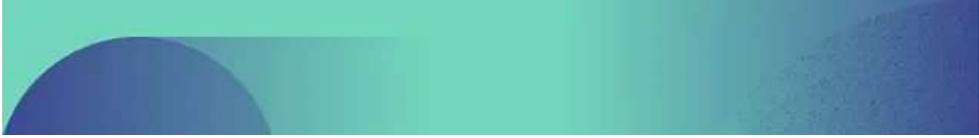
Tuesday 4th November 11:00-11:30  
Thursday 6th November 14:00-14:30  
Monday 10th November 15:00-15:30  
Wednesday 12th November 16:00-16:30  
Tuesday 18th November 14:00-14:30  
Friday 21st November 10:00-10:30  
Wednesday 26th November 10:00-10:30  
Thursday 27th November 15:30-16:00

#### December

Thursday 4th December 14:00-14:30  
Friday 5th December 10:00-10:30  
Tuesday 9th December 11:00-11:30

Wednesday 10th December 15:30-16:00

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# Early Years Insights

Our newsletter has a refreshed look and a new name – welcome to Early Years Insights. Every few weeks, we'll bring you our latest evidence and resources for the early years.

Inside this issue:

- Access a fully-funded professional development programme to boost early maths learning.
- Read about our latest Promising Programme.
- Take part in our survey and tell us how you spend your Early Years Pupil Premium (EYPP) funding.
- Explore our evidence-informed resources to help you consider your EYPP spending.
- Apply for a £30,000 innovation grant.

## Strengthen your setting's maths provision

As part of its Best Start in Life strategy, the Department for Education is funding free access to Maths Champions - a one-year professional development programme proven to help educators boost young children's mathematical development.

Why Maths Champions matters

High-quality maths learning in the early years lays the foundation for later success in school. In our robust evaluations, children in settings that took part in Maths Champions made the equivalent of three additional months' progress in both mathematics and language compared with those in non-participating settings. The benefits were especially strong for children receiving the Early Years Pupil Premium, helping to eliminate

gaps in learning from the very start.

## Programme features

If your setting takes part, you'll:

- Receive support to complete an audit and action plan, identifying ways to improve the mathematical learning environment and staff confidence.
- Review and reflect on current practice, and create and deliver a tailored action plan.
- Access ongoing one-to-one support from an early years expert to support maths practice across your whole setting.

The programme is open to PVI settings, nursery classes in schools, and maintained nursery schools where three- and four-year-olds attend for at least 15 hours a week.

Recruitment is open to start training this academic year, and places are filling fast. Eligible nurseries can find out more by completing a short expression of interest form.

 [Sign-up now](#)

## **New early years programme added to our Promising Programmes resource**

Following positive results in an independent trial and our confidence in the findings, Counting Collections is now part of our Promising Programmes portfolio — a collection of programmes that have been found to boost children's outcomes and are available for settings to access.

Counting Collections is a whole-class early numeracy programme designed to strengthen Reception children's number sense, including their ability to understand, represent and work flexibly with numbers. The approach gives children regular opportunities to

...the approach gives children regular opportunities to count sets of objects, discuss their counting strategies, and record their thinking in different ways.

 [Find out more](#)

### **Apply for £30,000 innovation grants**

We're excited to open applications for our Autumn 2025 funding round.

This round is for organisations with early-stage ideas for professional development that could enable educators to support children's self-regulation and executive function.

Successful applicants will receive a £30,000 innovation grant - along with expert guidance - to design, test, and refine their programme or approach.

Key dates: Application deadline: 11:00 am, 5th November, 2025.

Webinar for applicants: 3:00 pm, 2nd October 2025.  
Register in advance; recording will be shared.

 [Register here](#)

### **Share your experiences and help shape the future of the Early Years Pupil Premium**

We're excited to invite you to complete a short online survey about your setting's experience of Early Years Pupil Premium (EYPP) funding. Your insights will help develop future policy to better support children from lower-income families.

The survey is delivered by IFF Research (on our behalf) and takes around 10 minutes to complete. Responses will be kept confidential and anonymous. At the end, you can opt into a follow-up online interview (max 55 minutes) to explore your views further. We'll offer £50 to

thank you for your time.

To contribute to this important research, please complete the survey using the link below.

If you would like any further information, please email [EYPPDecisionsSurvey@IFFresearch.co.uk](mailto:EYPPDecisionsSurvey@IFFresearch.co.uk).

 [Take the survey](#)

### [Explore our guide to the Early Years Pupil Premium](#)

The Early Years Pupil Premium (EYPP) is a vital tool to target support and help all children get the best start in life, regardless of background.

In April 2025, the Department for Education increased funding for the EYPP by 45 per cent to £570 per child per year. Developing a strategy to use this funding well can ensure your setting delivers early intervention, before learning gaps grow, which is crucial to ensure every child can build strong foundations.

Our resource is designed to support evidence-informed decisions about how to spend it.

The guide is relevant to all types of early years settings and encourages settings to:

- ✦ Develop quality practice, including through investing in high-quality professional development.
- ✦ Tailor personalised support, including targeted interventions that meet children's specific needs.
- ✦ Lead, plan and sustain, including supporting meaningful engagement between leaders and their teams so that changes to practice stick.

 [Explore the guide](#)

## **News from elsewhere**

### **New animations to support the social and emotional development of young children**

#### **Video Royal Foundation Centre for Early Childhood**

The Royal Foundation Centre for Early Childhood has released a new series of animated films which are designed to support the social and emotional development of young children. Watch this video from the series, which focuses on back-and-forth interactions and describes the importance of adults responding sensitively to children's early cues and communication.

### **SEED cohort study finds access to early education improves outcomes**

#### **Report Department for Education**

The latest longitudinal findings from the SEED cohort study were published in July. It found children who attended early education and care for more hours were more likely to have better outcomes at key stage 2. Improvements were found to be twice as large for socio-economically disadvantaged children.

### **First new UK-wide study of child development in a generation**

#### **Study The UCL Centre for Longitudinal Studies**

We welcome the commissioning of the next UK-wide longitudinal birth cohort study 'Generation New Era' that'll build on the useful work of the Millennium Cohort Study. Consultation events are taking place across October.

### **Exploring what quality early years provision looks like**

#### **Report Nuffield Foundation**

Nuffield Foundation have published the latest report from their project funding research on provision in baby rooms in English nurseries, with evidence-informed recommendations for central government, local authorities, training providers and nurseries.

## **EEF innovation grants now open**

## EEF innovation grants now open

We are now accepting applications for our next Early Years funding round. This round is intended to support the self-regulation and executive function of children in Early Years settings. Grants of £30k will be provided to follow a structured process of EEF support to use evidence to design and develop a programme from early stage thinking.

Apply for £30,000 innovation grants

The Education Endowment Foundation (EEF) is now accepting applications for its Autumn 2025 innovation funding round. They are looking for organisations interested in receiving a grant and support to take an idea from early stage thinking to a programme that will support the self-regulation and executive function of children in Early Years settings.

Successful applicants will receive:

- A £30,000 grant to develop and test their idea
- Expert guidance from EEF to help refine their programme or approach

Key dates:

- Application deadline: 11:00 am, 5th November 2025
- Applicant webinar: 3:00 pm, 2nd October 2025 (recording will be available)

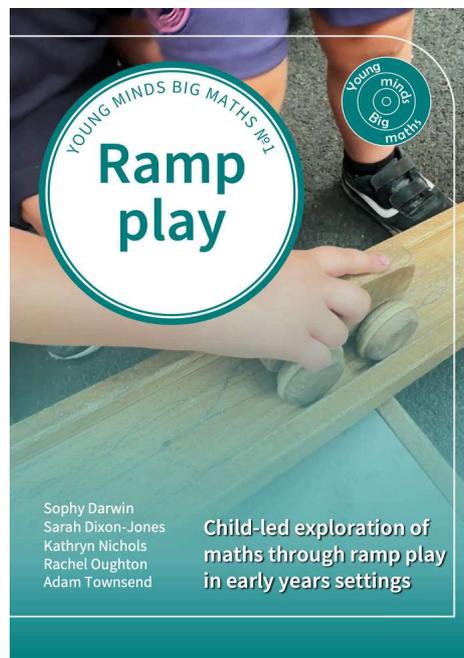
Find out more and apply [here](#).

Please forward this to colleagues you think may be interested. They can subscribe [directly here](#).

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## Resource opportunity from Durham University

The [ramp play booklet](#) is a guide for practitioners, all about exploring maths through ramp play. It contains lots of examples of children's play, reflections from practitioners, insight from mathematicians and practical things like new words to introduce and advice about getting started.



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# CBeebies

## PARENTING

**BBC CBeebies Parenting** has launched a brand-new [Skills for Starting School](#) collection to support families. The resources include expert-informed tips and fun activities to help with everything from building independence and easing separation anxiety, to supporting language development, and listening and attention skills.

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DfE has published new versions of the [EYFS Statutory Framework](#), which come into effect on 1 September 2025, with significant changes to safeguarding requirements. NSPCC Learning has [published](#) a handy briefing summarising the safeguarding and welfare changes including whistleblowing; child absences; references; and safer eating. Additionally, DfE has produced a [template](#) for references to assist with safer recruitment.

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## [Achieving high-quality provision in the baby room of English nurseries](#)

This project will bring together evidence on what quality early years provision looks like for children aged 0-2 years in the baby rooms of English nurseries, and at childminders.

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## **CPD RECORDED SESSIONS**

We have a number of recorded sessions online for staff training:

**CELEBRATING DIVERSITY, PROMOTING INCLUSION, AND ANTI-RACIST CULTURES IN THE EARLY YEARS** 25

minutes with Sian Phillips - Anti-Racism Advocate/Researcher/Consultant.

**MAXIMISING THE IMPACT OF PUPIL PREMIUM IN THE EARLY YEARS** 20 minutes with Kaya Doyle, Programme

Manager.

**INSET SESSION 1 TEACHING AND MODELLING LANGUAGE:**

30 minutes with Alex Gower-Jones (Independent Consultant). This has an accompany written sheet of activities to support this recorded Inset session.

**INSET SESSION 2 TEACHING AND MODELLING VOCABULARY:**

30 minutes with Alex Gower-Jones (Independent Consultant). This has an accompany written sheet of activities to support this recorded Inset session.

**INSET SESSION 1 EARLY LITERACY – TEACHING**

**SOUND DISCRIMINATION** 30 minutes with Alex Gower-Jones (Independent Consultant).

**INSET SESSION 2 EARLY LITERACY – TEACHING**

**SOUND MANIPULATION** 30 minutes with Alex Gower-Jones (Independent Consultant).

**INTERACTIVE READING CONFERENCE:** Conference from 29th March on Interactive Reading re 1 hour, 30 minutes with Alex Gower-Jones (Independent Consultant).

**17 SUSTAINABLE GOALS:** Conference from Saturday 22nd March on the 17 Sustainable Development Goals – An Introduction re 2 hours with Diane Boyd.

**WORKING WITH 0-3's:** An introduction to working with children 0-3 years by Amanda Quirk (Early Years Advisory Teacher).

**SENSORY FUN** Tiny Happy People sensory fun for babies indoors and outdoors with low cost/no cost activities shared by Denise Wright (Independent Consultant). The webinar shows educators how they can inspire parents to undertake sensory activities at home to support their child's learning and development through play.

**INTERACTIVE READING** online recorded session by Alex Gower-Jones (Independent Consultant) explores how early years educators can explore interactive reading in their practice.

**SKILLS BEFORE WRITING** online recorded session by Amanda Quirk (Early Years Advisory Teacher) has put together an online programme for early years educators exploring skills before early writing.

**EMOTIONAL REGULATION** online recorded session by Maria Beale (SENDSCO) and Emma Doran (Early Years Co-ordinator) from Whitefield Primary School, Liverpool. Maria and Emma share how they have worked with children in the early years and their families exploring emotional regulation.

**NURSERY RHYMES** online recorded session by Faye Johnson, Assistant Headteacher from Everton Nursery School and Family Centre has put together a session on exploring Nursery Rhymes with young children.

**COMMUNICATION AND LANGUAGE** online recorded session by Amanda Quirk, (Early Years Advisory Teacher) has put together an online programme for early years educators exploring communication and language.

**OAP (ORDINARY AVAILABLE PROVISION)** – Amanda Quirk, (Early Years Advisory Teacher) has put together a recording on OAP (Ordinary Available Provision) in early years.

**USING MUSICAL INSTRUMENTS** - Craig and Pip from East Prescot Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments. Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

**MATHEMATICS RECORDED ONLINE** – Rebecca Morgan (Nursery Teacher) from Everton Nursery School and Family Centre has recorded a practical session online to share with colleagues to explore mathematics with under fives.

**SENSORY CURRICULUM RECORDED ONLINE** - Emma-Louise Scott (Nurture Teacher) from Everton Nursery School and Family Centre shares her experiences and practical examples of a sensory curriculum.

### **EARLY EMOTIONS RECORDED ONLINE**

Kaya Doyle (Programme Manager) shares an introduction to early emotional health, the issues children face and links to socio-economic backgrounds.

If you would like to access to any of the recorded training sessions, email

enhubnw@evertoncentre.liverpool.sch.uk

Don't forget to access information from our National Stronger Practice website:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eyssp>

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## **Liverpool City Region and Beyond Early Years Stronger Practice Hub Feedback Form**

If you have attended any of our conferences or face to face training,  
please scan the QR code and send us feedback. Many thanks.



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