



## Early Years Professional Development Programme Phase 3 (PDP3)

- The government is providing a £180 million package of workforce training, qualification and support and guidance for the early years sector to help address the impact of the COVID-19 pandemic on the youngest and most disadvantaged children. The programmes are designed for early years professionals, leaders and settings.
- The objective of PDP3 is to equip early years practitioners (EYPs) with the skills they need to provide high quality support and teaching on **early communication and language, early maths and personal social and emotional development (PSED) to the children whose learning has been most impacted by the pandemic**. This programme combines the best of PDP1 (first launched in 2019) and PDP2 (launched in 2021) to provide a **lighter and more agile delivery approach**. It also broadens the reach of the programme to cover all local authority areas in England.
- It will be **delivered online** through a combination of webinars and self-study, reaching up to 10,000 practitioners between February 2023 and March 2025.

If you have any further questions not answered in this Q&A, please contact [EarlyYears.PDP3@Education.gov.uk](mailto:EarlyYears.PDP3@Education.gov.uk)

### Local Authority Q&A

#### Eligibility

##### **Which settings are eligible for PDP3?**

PDP3 will be available to all 152 local authorities in England. The Department asks local authorities to provide the delivery partner with contact details of eligible settings. This will support the recruitment of early years settings to benefit from the training.

To be eligible for PDP3, settings should meet at least two of the following criteria:

- At least one child with an Education, Health and Care Plan or Disability Access Fund indicator
- At least one child in receipt of Early Years Pupil Premium (EYPP)
- At least one disadvantaged two-year-old
- EY providers where settings may not meet the above criteria, however, local intelligence suggests disadvantaged children would benefit from their practitioners receiving additional CPD support.

##### **Is there a minimum/maximum number of settings that local authorities have to put forward?**

There are 10,000 EYP places available on the third phase of the Early Years Professional Development Programme.

We recommend local authorities provide the delivery partner with details of all the settings they deem eligible to take part in the programme.

##### **Some settings / EYPs in my area have started or completed PDP1 or 2 before, are they able to apply for PDP3?**

PDP3 will be available to practitioners who have not completed PDP1 or PDP2. Practitioners who enrolled in PDP1 or PDP2 but were unable to complete may be eligible for PDP3.

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

Training will be targeted at practitioners and childminders with the minimum of a level 3 qualification.

If local authorities have any concerns around this requirement, please contact DfE ([EarlyYears.PDP3@Education.gov.uk](mailto:EarlyYears.PDP3@Education.gov.uk)).

### **Will there be documentation local authorities can share with settings with details of the training package?**

The delivery partner will develop promotional materials for local authorities and settings with information on the training offer.

## Funding

### **What funding is available to local authorities to enable the delivery of PDP3?**

Each local authority will receive the following through section 31 funding:

- A £5,000 administration fee to support local authorities with staffing for the programme
- Backfill costs of £80 per day per practitioner for online training and £104 per practitioner per day of any face-to-face training.

As with other Section 31 funding, this will be paid in arrears.

### **Is the £5,000 local authority admin payment a flat rate regardless of how many participants the local authority has?**

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

### **Is backfill limited to one practitioner per setting?**

No, the backfill payment is per practitioner regardless of the number attending from each setting.

### **Can local authorities top up the backfill from their own budgets if required?**

DfE funding for backfill on this programme is limited to £80 per day per practitioner for online study and £104 per day for any face-to-face training. We anticipate that the training will take 10-12 days in total to complete.

If a practitioner spends longer than 12 days on the training, the setting would not receive any additional backfill payments, however we would not prevent local authorities providing further funding from their own budgets should they deem this necessary.

## Local authority support / participation

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

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

This is an externally delivered course with a certificate upon completion of all 3 modules.

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

The value and impact of local authority support in helping to reach settings is not underestimated, especially in areas where the training offering may already be comprehensive.

DfE will ask the local authority to:

- Identify settings in scope for PDP 3. Settings should meet at least two of the following criteria:
  - At least one child with an Education, Health and Care Plan or Disability Access Fund indicator
  - At least one child in receipt of Early Years Pupil Premium (EYPP)

- At least one disadvantaged two-year-old
  - EY providers where settings may not meet the above criteria, however, local intelligence suggests disadvantaged children would benefit from their practitioners receiving additional CPD support
- Coordinate a list of eligible settings and provide contact details to the delivery partner to enable participation in the programme (local authorities may be asked to provide additional or alternative contact details if the originally identified settings cannot participate or leave the programme before delivery of training commences)
  - Share any issues or concerns raised by settings with the delivery partner and DfE to enable us to react and respond to these
  - Effectively manage the budget for backfill, including distributing funding appropriately to settings in a timely manner and provide DfE with participation data if requested

#### **When will the delivery partner be appointed?**

A delivery partner is expected to be appointed in November.

## Participation and time commitments

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

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

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

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

Practitioners can do the self-study in their own time but will need to take part in each webinar at a set time. Webinars are expected to be offered on a range of days and times and practitioners will be asked to book onto these directly with the delivery partner.

The delivery partner will provide more specific detail on the training package.

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

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

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

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

## Evaluation

#### **How are you going to measure the impact of PDP3?**

Measuring the impact of this programme is incredibly important. Approval has already been granted for a process evaluation of PDP3 to assess programme delivery, aims of the programme and perceived outcomes.

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

#### **Will local authorities be expected to provide evaluation of the programme in their areas?**

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