

Ideas about how to use the Early Years Pupil Premium (EYPP)

Whatever ideas you choose, they will need to be in response to the individual learning needs of the eligible children that are currently with you. Ofsted will expect you to research which interventions are most likely to have impact and encourage you to consult the research on effective spending strategies.

Parental Involvement

- Introduce home visits to ascertain starting points
- Regular home visits, especially for establishing routines/behaviour, play skills
- Local library membership for parents
- Parent/child library e.g. toy library, story sacks; information library, leaflets
- Home learning/activity packs e.g. on communication
- Book vouchers to promote bedtime stories
- Breakfast club-include parents
- Using information technology (IT) to share learning opportunities with parents
- Parents workshop/days to socialise, share skills, become involved in setting life in order to support parents feeling more comfortable with setting staff and other parents
- Chargeable parent courses e.g. £20.00 for behaviour (refers to value placed on training)
- Communication and language workshop in family's first language
- Key person attends workshops/training with parents; give gifts; activity sessions for parents and children with materials provided
- Parent training/workshops e.g. maths, reading/phonics, schemas, helping boys, craft, cooking-sharing healthy recipes/lunch boxes, managing behaviour, sleep routines, Every Child A Talker (ECAT), story-telling, establishing routines, PSED, speech and language, working together, Incredible Years, mark-making, numeracy, IT skills, play
- Joint speech and language workshops to develop staff and parent skills
- Saturday morning family fun club for dads and siblings, 'Dads and Lads' sessions; week-end/family play sessions
- 'Stay and play' sessions e.g. phonics, reading with child, messy play
- One stop shop-coffee, advice, IT support etc./parent support surgeries/coffee mornings/evenings for parents



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Collaborative working

- Pooling money
- Sharing cost of training
- Focussed visits to other settings
e.g. sharing ideas, peer observations

In-house training/Continuous Professional Development

- Training targeted to children's needs
- Special Educational Needs and Disability/Inclusion training e.g. supporting children with English as an additional language (EAL), Autism awareness, Makaton, ECAT, behaviour management
- Visit Pen Green nursery/research centre to find out more about schemas
- Training/workshops on child development; observation, assessment and planning; tracking progress; speech and

language (e.g. Letters and Sounds, 'language for learning'); literacy; sustained shared thinking and interactions, problem-solving approach to conflict, managing anxiety/stress

- Well-being and Involvement training
- Forest school training



Buying/inviting in professional services/sharing services in collaborations

- Educational Psychologist
- Family Liaison Officer
- Speech and Language Therapy
- Health Visitor to support parents once a term – sleeping, potty training, eating
- Counselling e.g. bereavement
- Music therapy
- Play/lego therapy
- Language specialist for EAL – to train staff/interpreter

Resources/Environment

- Visual resources
- Specific resources e.g. bags/sacks to take home (bereavement, social stories, hospital stays, fine motor skills), treasure boxes
- IT equipment/computer/software e.g. dictaphones/talking tins to support home learning, I pads for children and staff
- Internet access at pre school
- Duplicating aids/resources that child has at home e.g. glasses

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- Develop outside area-low level equipment-climbing frame, ride-on, canopy
- Prepared space for 1:1 or small group work/adaptations to the environment
- Play sacks to take home to encourage quality interactions
- Dual language resources e.g. books
- Resources for literacy e.g. story sacks, song boxes, lending library or 'share bear'
- Resources for numeracy
- Providing transport where child would not be able to attend
- Cooking equipment

Settings organisation

- Additional staff to free up key persons e.g. 1:1 work such as speech and language, small group work, especially for behaviour, support gifted and talented children, spend time with parents; support more

confident/able children to interact with others

- Speech and language therapist to do initial training for all staff then daily input for children who do not meet referral threshold; use additional staff for targeted speech and language work; weekly Sign-a-long sessions
- Buy non-contact time e.g. for Special Educational Needs Co-ordinator (SENCo), manager
- Non-contact time for SENCo for targeted planning; for prime area planning in depth
- Fund attending meetings e.g. TAF, EHA meetings
- Fund additional hours/extended sessions
- Additional staff hours to attend small group work, support speech and language and children with EAL, put on workshops
- Staff cover for training
- Paying for translation, interpreter

- Role-modelling teaching/listening skills
- Membership of organisations
- Free cooked meals

Liaison with schools

- Summer holiday transition sessions in liaison with school/Year R
- Transition packs to take home
- Employ a Family Liaison Officer e.g. support with attendance
- Extend school family support worker time with pre-school age children
- School SENCo for nursery and Year R only (maintained nursery)
- School readiness-teacher to visit setting for one term
- Play dates out of school

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Additional services for children

- Specialised support in specific areas relevant to children's need
- Targeted support for speech and language e.g. for children with EAL
- Supplement cost of new experiences for children e.g. use of mini-bus, outings, visits-seaside, woods
- Zoo Lab
- Physical Development programmes outside-fitness/coaching sessions
- Heuristic play sessions
- Visits from community groups
- Visiting musician/artist/carpenter
- Multi-sensory activities
- Yoga/meditation

