**Ideas for making effective use of Early Years Pupil Premium Funding**

***Within the Setting***

|  |
| --- |
| **Ideas for the Leadership Team** |
| * Professional development of staff through training, networking etc. Consider joining with other settings to ‘buy in’ training more economically.
* Develop a strong Key Person approach to support children and their families. Allocate the most capable staff as Key Persons to the funded children.
* Provide strong visionary leadership to the staff team and high aspirations for the children.
* Pool EYPP budget across settings e.g. cluster of settings buying in a speech and language therapist or play therapist.
* Develop strong, trusting links with other professional services e.g. health visitors, social care, speech and language.
* Senior staff to monitor which parents staff talk to on drop off and collection – are there parents staff do not talk to? How can this be improved?
* Organise release time for staff to develop materials helpful to parents e.g. display on ideas for healthy lunchboxes.
* Ensure all staff are aware of children’s next steps for learning.
* Rigorous monitoring by senior staff of accuracy of assessments.
 |

|  |
| --- |
| **Ideas for Teaching, Learning and Assessment** |
| * Sharp focus on teaching early reading e.g. Phase 1 phonics.
* Early reading activities e.g. ‘Talk for Reading’ and ‘Every Child a Talker’ programmes.
* Buy in EY consultant support to improve quality of practice and provision
* Develop links with the local library, library bus etc.
* Provide speech and language support groups e.g. Spirals, Talk Boost
* Buy in additional services e.g. weekly music group, specific sports lessons such as gymnastics or football.
* Purchase / make resources to support learning e.g. number sacks, sign language cards, EAL resources.
* Develop outdoor learning such as through Forest School training.
* Accurately assess children’s starting points on entry.
* Identify SEND needs early on and seek appropriate support.
* Assess progress frequently throughout the year and provide appropriate interventions to support children’s learning.
 |
| **Ideas for Personal Development, Behaviour and Welfare** |
| * Improve fitness levels of children e.g. buy in a sports coach
* Provide trips and visits within the local community and beyond
* Pay for an ‘artist in residence’ – links to self-expression / emotional environment.
* Provide excellent transitions into the setting, within the setting and when leaving to attend another setting / school.
* Work to raise children’s aspirations e.g. talking about what they could be when they grow up, visits from professionals.
* Teach ‘learning to learn’ strategies e.g. listening skills.
* Support the development of healthy peer relationships e.g. through team work activities.
* Teach ‘self-regulation’ strategies e.g. what to do if cross.
* Invest in resources to support the emotional environment e.g. feelings masks, puppets, emotions tree.
* Provide healthy meals for the children when attending the setting
* Buy in additional services e.g. a ‘Pets as Therapy’ or the ‘Read to a dog’ programme.
 |

***‘Practitioners*** *are the most valuable asset in any early years setting. They are the single biggest contributor to the quality of provision and they can be the driving force towards improvement. They are also often what parents and carers value most when choosing early education and childcare.’*

*(Nutbrown, June 2012)*

**The ideas included have been implemented in various settings across the UK since the introduction of EYPP and have accelerated the progress made by different groups of EYPP funded children.**

***Within in the home / supporting families***

|  |
| --- |
| **Links with Families** |
| * Appoint an EYPP Champion for the setting to liaise with parents etc.
* Involve parents in deciding how to spend the EYPP funding for maximum ‘buy in’ from families.
* Create displays for parents on how to support their child at home e.g. read a bedtime story, provide a consistent routine.
* Make home visits when children start at the setting and at other points in the year if requested. Promote early engagement with families from the ‘settling in’ visit.
* Develop ‘authentic’ relationships with parents and not only open mornings, parents evenings’ etc. In depth knowledge of every child and family. Taking time to talk to families.
* Provide parents with travel cost to the setting e.g. bus fare
* Offer extra sessions to the child free of charge
* Provide accessible and enjoyable training for parents on how to support their child’s learning at home
* Provide support groups for parents including a focus on their own wellbeing. A well parents = a well child.
* Organise trips and visits to include families and develop their confidence in accessing public transport, local amenities etc.
 |

|  |
| --- |
| **Ideas for Supporting the Home Learning Environment (HLE)** |
| * Provide home learning packs for children to take home and keep e.g. number cards, letter cards, familiar books, paper and pens.
* Engage fathers in the setting e.g. ‘Daddy day’ once a term.
* Provide a take home ‘Bedtime bear’ with a story books for parents to read to the child and the bear!
* Email photos to the parents’ mobile phones of their child engaged in learning activities. Then begin to add in fun ideas for learning at home.
* Provide story sack / number sacks for children to explore with parents at home.
* Set up a lending library to include some adult books as well as children’s books to encourage reading in the home. Include some ‘parent friendly’ books about how children learn.
* Make photo books of children learning in the setting to be taken home and shared with families.
* Providing core books for families to keep e.g. The Hungry Caterpillar; We’re going on a Bear Hunt; Peace at Last.
 |

**Measuring impact of the interventions / support provided:**

* *Tracking progress of individual children*
* *Tracking progress of groups of children*
* *Tools to track progress in a particular area e.g. Spirals assessments before and after intervention*
* *Observations and record keeping by staff overtime*
* *Samples of children’s work over time through photographs, written work produced etc.*
* *Feedback from parents, children, other professionals who visit the setting / school*
* *Reports from professionals visiting the school on individual children or the quality of provision and practice*
* *Tracking practice over time e.g. number of parents spoken to in one month and the next month.*

*Aim to provide a* ***before*** *and* ***after*** *assessment linked to the chosen intervention so the impact can be clearly seen and progress can be documented.*

***Ideas taken from:***

* *‘2nd National Conference Early Years Pupil Premium: Innovation and Impact*
* *Early Education: Practical tips on allocating Early Years Pupil Premium funding*