

Hampshire examples of Early Years Pupil Premium funding impact

Early Years Pupil Premium (EYPP) funding first started in Hampshire in the summer term of 2015. We would like to collate good examples of how Hampshire based providers have utilised their EYPP funding to improve the outcomes for the children in their provision.

We aim to share selected good examples on the Services for Young Children website and in future EYPP training. Please provide the following information. Thank you.

Name of provider	Timbers Nursery School		
District	Basingstoke		
No. of EYPP funded children in 2019	January 19 = 10 children April 19 = 11 children September 19 = 6 children	Amount of funding used	£826.80 £1116.18 £677.34 Total <u>£2620.32</u>

Background of provision (include if child minder, pack away, day nursery, rural, urban, number of children registered for, staffing numbers and management structure).	Timbers Nursery School opened in 2002. The nursery is situated in the Oakridge area of Basingstoke. Children freely access a secure outdoor play area at the front of the building. The inside rooms are purpose built. The nursery is open from 8.30am to 3.30pm and operates term-time only. The nursery employs six members of staff to work directly with the children. The senior manager is level 6 (BA Early Years), the manager and deputy are both level 5 and the other three staff members are level 3. Timbers Nursery takes up to thirty children per session.
Main use of EYPP funding (eg. training for staff on speech and language).	<p>The main use of funding has been on supporting the home learning environment, (approx. 1/3 of our funding), and practitioner Continuous Professional Development – CPD (approx. 1/3 of our funding). The final third of our EYPP was used for the resources to enhance Language and Communication development, such as the Talk with Confidence Toolkit, advanced language group resources and having an additional member of staff on some sessions to run interventions.</p> <p>We purchased training through NDNA, and this has complimented our in-house training programme.</p> <p>We have had a focus on Early Communication and have provided parents with learning packs to support all areas of Language Development and Communication.</p> <p>A small amount of funding was used to produce a toolkit for enhancing Communication within the setting. “Talk with Confidence” a package produced by the manager has had significant impact on closing the Communication gap. This has been achieved by enhancing practitioners’ skills and knowledge and giving them the tools to succeed.</p> <p>We also spend a small amount on advanced language skills within the nursery. Due to our commitment lots of our EYPP children have made better than expected progress and therefore needed stretching.</p>

<p>How you decided what to do. (What analysis did you carry out to identify the areas to spend your money on?)</p>	<p>We used data from our tracking, initial assessments and ongoing reflection to highlight where gaps needed closing or where children had made progress, but we wanted to enhance this further. This enabled children to make better than expected progress.</p> <p>We complete a “reflection and action sheet” each term highlighting the targeted interventions needed and the actions to be taken to achieve each target, this includes allocating EYPP monies. We continuously review what we do to ensure progress is made.</p> <p>We talked with our parents to find out about the areas they would like to enhance at home. For example, a parent wanted to teach their two year old child to write, following discussions, (age and stage appropriate), we produced gross motor bags to support movements in the shoulder, arm and wrist, along with fine motor bags to support building strength in hands. These bags also support parents in understanding the steps children need to master before holding a pencil.</p>
<p>What did you do? (How did you spend the funding? Be specific.)</p>	<p>We have made our own home learning packs, bags and activity sheets to meet the needs of our current children. This consists of buying individual items, putting bags together, writing information sheets, (step by step instructions), and producing feedback information.</p> <p>These have been developed over the years using EYPP funding and we now have home learning activities for every area of the curriculum. (eighty plus activities). Practitioners spend time introducing parents to their pack/bag, ensuring they understand how to use them, how they can extend learning and how this links to their next steps and the activities undertaken at nursery.</p> <p>We produce new home learning packs every term, this supports the children’s current interests, individual needs and builds a bank of resources to support the home learning environment.</p> <p>When producing the bags, packs and sheets we look at the needs of the child alongside the needs of the family. Most of our home learning bags and packs can be easily replicated at home, demonstrating that there is no need for expensive resources or specialised equipment. There is a short feedback sheet, where parents and carers share their child’s skills. These feedback sheets provide vital information and help build a holistic view of the child. Some parents bring these back in ready filled, other parents are supported by their key person and complete them together.</p> <p>CPD is very important, therefore we have purchased e-learning training from NDNA. These training courses are complementary to our ongoing in-house training programme. Our in-house training for Communication alone has included Makaton, talk with confidence, language groups, Letters and Sounds Phase One, Sustained Shared Thinking, how to identify next steps and open-ended questions.</p> <p>As Communication has been our focus for 2019, below is a list of some of our targeted interventions in this area;</p> <ul style="list-style-type: none"> • Makaton used within the setting and Makaton home learning • Language groups and advanced language groups and language group home learning packs • Early Talk Boost – a trained practitioner to run this

	<ul style="list-style-type: none"> • Sign, rhyme and sign • Early story telling (who, where and what) • Information Carrying Word (ICW) activities, at nursery and for home • Tailored next step communication targets • Using Sustained Shared Thinking to extend and enhance language • Using open ended questions to support understanding, thinking and language – parents have these in home learning packs • Weekly word challenge
<p>What difference did it make? (Provide evidence of impact such as tracking of children’s learning and development and improved rates of progress.)</p>	<p>Our reflective practice highlighted that the children have made better than expected progress and have maintained this progress over the past three years. This is evident in our tracking, children’s individual records and most importantly when interacting with the children.</p> <p>Our newest intervention is Talk with Confidence. This programme was written by our senior manager to fill the gap where other interventions were not enough or age appropriate (EYPP monies used). Talk with Confidence is a programme that enables children to express themselves in their own way. Many of our children started by pointing or saying single words but over the six-week programme, they developed the confidence to share ideas and interact with the story and the game. This targeted talk programme is aimed at supporting children with their Language and Communication skills. It aims to accelerate children’s Communication, Language and Understanding through repeated story-based activities and interactive games.</p> <p>This programme supports:-</p> <ul style="list-style-type: none"> • Enhanced communication skills, • Supports development of new vocabulary • Supports children’s confidence with language and communication • Supports listening, attention and concentration • Pre-literacy skills • Turn taking and working collaboratively with peers <p>Children on this programme will attend three sessions per week with a group size of four children (max). Feedback from parents and outside professionals has supported the success of this programme.</p> <p>Using EYPP funding to enhance practitioner knowledge and skill base has enabled our practitioners to implement a range of strategies to support Communication across our setting. Our practitioners have a comprehensive knowledge of how to provide a language rich environment where high aspirations are the norm.</p>