

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	Testwood Baptist Church Pre-school		
District	New Forest		
No. of EYPP funded children in 2019/20	4	Amount of funding used	£350.22

<p>Background of provision (include if child minder, pack away, day nursery, rural, urban, number of children registered for, staffing numbers and management structure).</p>	<p>Testwood is a pre-school accepting children from the age of two. We operate in a room within the church building five days a week and benefit from the use of a hall, which has been recently upgraded and a resourced garden. We are currently developing an area of land at the bottom of the car park to provide a forest area for the children to use and explore.</p> <p>The leadership structure comprises of a leader of learning and development, who is an experienced teacher, and has taught both in Year R and Key Stage 1. Another manager is responsible for the day-to-day management of the pre-school.</p> <p>At present we have forty-three children on roll and can take up to twenty-six in each session. We are committed to high adult to child ratios having one adult 1:6 (over three) and 1:3 (under three).</p> <p>We have a highly experienced staff with an excellent SENDCo and five other members of staff who are all qualified to a Level 3 standard.</p>
<p>Main use of EYPP funding (E.g. training for staff on speech and language).</p>	<p>Our EYPP funding has been used for a variety of support strategies and resourcing over the past three years. We have a lot of experience in identifying how it should be used and implemented to maximise the development of the children who benefit from it.</p> <p>We have, in the past, used EYPP funding to enable all staff to be trained in the use of the Language Box, as the children who were in receipt of it had been identified as needing additional support with their Communication and Language.</p> <p>This year (2019/2020) has been very different. The two children who were in receipt of EYPP in Autumn 2019 are both on course to exceed at the end of Year R.</p> <p>Another who, this Spring, is in receipt of EYPP has complex additional needs and already has substantial SEN funding.</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>In the setting, we track the progress of each child in receipt of any additional funding such as two-year-old and DAF funding. This clearly identifies:</p> <ul style="list-style-type: none"> • Any strengths and weaknesses which the child may have • Their progress over time in the seven EYFS areas • Any concerns about progress • Any additional interventions which they may require • The amount which they receive • The provision and resourcing which they need <p>The key person closely tracks the progress of their key children and this is tracked termly on the setting's tracking progress and data sheets.</p>

<p>What did you do? (How did you spend the funding? Be specific.)</p>	<p>As identified previously we have used additional funding to improve our delivery of Communication and Language approaches and feel happy that we can confidently address any lack of progress in this area.</p> <ul style="list-style-type: none"> • This year, we have used the EYPP funding to further support the development of role play/ story narrative/ and emotional literacy. Two children have benefitted from dressing up clothes which they chose. We also improved our provision in the 'home corner' and explored areas of emotional literacy through this. Both children have had turbulent home lives in the last year and we have found that they talk about how they feel and explore family life in a small group with quality resources. Staff have spent time using this to excellent effect. • The EYPP funding which we have received for another child this term is again going to support his emotional literacy. His mum is very sadly dying and his funding is directly being used to increase staffing when he is in session to provide him with the opportunity to talk and explore how he feels in a quiet small group environment. He loves to use the role play area and in one-to-one sessions he has used the additional resourcing to communicate how he feels. The role play area of the preschool has been so vital for all three of our EYPP children.
<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>We have found as a setting that you need to be creative in how you use funding. In the example above the additional funding enabled us to purchase quality resourcing but it was the expertise of the staff and their understanding of emotional literacy which was vital for the children to make progress. It is not enough to just 'buy new things.' You must be really clear in what you want to achieve with them and how you are going to do this. Staff meetings have incorporated time for staff to share ideas, successes and failures in supporting the children.</p> <p>Their progress is excellent (as identified in their key person tracking and also cohort tracking). Choosing to focus on the area of Personal, Social and Emotional Development (PSED) was a different aspect for us compared to previous years where we have focussed on Communication and Language. We have reaped huge benefits for these children and enabled them to progress in all areas.</p>