

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	St Bernadette's Bees Preschool		
District	Rushmoor		
No. of EYPP funded children in 2019	4	Amount of funding used	£339.70

Background of provision (include if child minder, pack away, day nursery, rural, urban, number of children registered for, staffing numbers and management structure).	<p>St Bernadette's Bees pre-school is a charity run preschool with a parent committee. We rent a large church hall and are a pack away setting. We are open thirty-eight weeks a year 9.00am to 15.00 with an option of a limited amount of 'early bird' sessions starting at 8.30am to help accommodate working parents. We have the capacity to take up to forty-eight children per session.</p> <p>We currently have fifty-one children on role. Of those we have twenty-one children who take fifteen hours, thirteen children who take thirty hours, six children who split the thirty hours with us and a childminder, one two-year-old funded and six two-year-olds who are paying for their sessions. Nine of our funded children are paying for additional sessions.</p> <p>We have ten staff members and two are supernumerary which is the manager and our admin support. We have a deputy who is the SENDCo and Behaviour Coordinator, two Room Leaders, two Health and Safety Officers, one Two Year Lead and one EAL Coordinator. Seven of these staff are Key Carer's and we have a Preschool Assistant who prepares the snack.</p>
Main use of EYPP funding (E.g. training for staff on speech and language).	<p>Early Talk Boost training - this a targeted intervention, delivered by a trained early years practitioner to a group of up to eight children aged three-four years old who have delayed language. The intervention helps to boost their language skills to help narrow the gap between them and their peers.</p>
How you decided what to do. (What analysis did you carry out to identify the areas to spend your money on?)	<p>As a setting we noticed that more and more children joining us were lacking in Communication and Language skills. We have seen an increase in children who are undergoing speech and language therapy or waiting for an assessment. We have always had a large cohort of children who speak English as an Additional Language (EAL).</p> <p>Through tracking and assessing our children we could see that we had a percentage of children who were struggling with Attention and Listening and Speaking skills. With a lot of emphasis in Hampshire on 'Closing the Word Gap' we could see this in our own setting, including children who were not in receipt of EYPP.</p>
What did you do? (How did you spend the funding? Be specific.)	<p>As all EYPP children were needing support in their Communication and Language skills we decided to spend the money on Early Talk Boost training. We enrolled two members of the team for the course and purchased the resource pack and books, which is needed for the course.</p>

What difference did it make?

(Provide evidence of impact such as tracking of children's learning and development and improved rates of progress.)

It has helped forge stronger home links with parents and carers because the children take a book home every week. This helps consolidate and develop the learning and skills that happened during their Early Talk Boost sessions at preschool.

We noticed that the children are more confident and are building sentences and putting words together. Attention and Listening skills are improving, along with turn taking. We can see the gap narrowing between them and their peers and currently has improved by four months.