

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	Romsey Centre Pre-school		
District	Test Valley		
No. of EYPP funded children in 2019	3	Amount of funding used	£411

Background of provision (include if child minder, pack away, day nursery, rural, urban, number of children registered for, staffing numbers and management structure).	<p>Romsey Centre pre-school is a stand-alone setting that runs from the community room at Romsey Abbey Primary School. The pre-school has use of self-contained areas both inside and outside during our operating times. There is a large main room where children have their indoor play which leads to a large outside area allowing children to free flow between the two spaces. We have access to a small kitchen area and children's toilets are situated within the main room. The pre-school is situated in a residential area within the town centre and close to Romsey Abbey. We are a Charitable Incorporated Organisation (CIO) and run by a board of Trustee's. We have links with three local primary schools. We operate from 8:00 am - 5:00pm Monday to Friday term time only. The maximum number of places available each session is twenty-seven.</p> <p>The families that use the pre-school generally come from the local area and the majority of children feed into Romsey Abbey Primary School. Some of the children who attend have English as an Additional Language, (EAL), and of these children all are included in a language group to support them in their speech and language development.</p> <p>Some of the children who attend have SEND and where able to we have sourced additional funding to support learning in the most appropriate way for each individual child be that extra resources or a one - one support worker.</p> <p>The pre-school is run by a manager who is level 6 with a BA in Early Years Practice and is an Early Years Professional. Of the remaining staff one holds a level 5 qualifications and two hold a level 4 qualification and one has a level 3 qualification.</p>
Main use of EYPP funding (eg. training for staff on speech and language).	EYPP is used to ensure that all children have the learning opportunities they need to achieve a good level of development. The money has been used on training, resources and extra hours for children or staff as needed.
How you decided what to do. (What analysis did you carry out to identify the areas to spend your money on?)	When deciding how to spend the money we look at the individual children. Observations are completed and discussions with parents take place. By assessing the child across the seven areas of development within the EYFS we can identify areas of delay or a risk of delay and we can allocate the money to the areas that will have the most impact on the child's learning and development. The parents view is considered so they can be a part of the process and can be involved in the next steps agreed on.

<p>What did you do? (How did you spend the funding? Be specific.)</p>	<p>Our current EYPP money is being spent on an outside company coming into the pre-school each week for story and song time. We currently have one child receiving EYPP and this child finds it difficult to listen and maintain attention. He tends to get over excited and shout and jump around. This prevents his peers wanting to involve him in play as he can be overwhelming for them and he often needs support to engage in play. The story and song session encourages all children to take part in an interactive story with music linked to it. The leader is very calm, and all children respond well to her. Our child in receipt of EYPP really enjoys these sessions and is growing in confidence. He is listening more and is able maintain attention throughout the session. This is helping him to approach children more calmly during other sessions and he is beginning to enjoy playing and can keep play going with his peers during the day.</p> <p>Previously we have used EYPP money to train staff in Early Talk Boost so we can assist children who have language needs that do not require speech and language support.</p> <p>We have also used funding to purchase Roz Bailey's resources such as Beat Baby, Lola, and Doggum. These have helped children with repetition and rhyme, self-confidence and self-awareness and exploring feelings and emotions.</p> <p>EYPP money has been used to purchase equipment for outdoor play. We used it to buy resources such as a giant Connect game to help children work together, problem solve and take turns.</p> <p>We have also used our EYPP money to pay for Longdown Mobile Farm to come and visit the children at pre-school. This was an amazing day and the children learnt all about different animals and how to care for them. The children were very excited to be able to touch, hold and feed donkeys, goats, piglets, duck and chicks. Lots of learning, lots of boosting of self-esteem and children who may never get to see these animals up close were able to have an enjoyable day with friends and parents.</p>
<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 ensure we know why we are spending the money – what is our intention? What impact do we hope to see? How best can we support the child/ren? Each child is mapped against the EYFS every half term. During the term we observe, monitor and assess the activities or resources we have spent the money on. We expect to see the child moving forward in the identified areas. Our child currently in receipt of EYPP is fifty-two months old and was at risk of delay. Since September's baseline assessment he has moved from Communication and Language (LA) 30 – 50 months emerging to Communication and Language (LA) 40-60 months emerging. This evidence shows us that the money has been spent wisely and has had a positive impact on this child's development.</p>