

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	The Ark Pre School		
District	East Hants		
No. of EYPP funded children in 2019	1	Amount of funding used	£206.70

Background of provision (include if child minder, pack away, day nursery, rural, urban, number of children registered for, staffing numbers and management structure).	<p>We are a charity run village pre-school open from 9am to 3.45pm with the option of arrival at 8.15am. We are open Monday-Friday term time, thirty-eight weeks of the year, and have our own room attached to the local church.</p> <p>We currently have forty-six children registered with us and can take twenty-four children, aged two-four, each session. We have two co-heads who have QTS then five assistants: one with QTS, three with a level 3 qualification and one unqualified but undergoing level 3 training. All staff work part time between two-four days per week.</p> <p>We currently have one child in receipt of Early Years Pupil Premium (EYPP) funding whose first language is Shona. She communicates mainly through gesture and has been identified as at risk in Speech Language and Communication (SLC).</p>
Main use of EYPP funding (e.g. training for staff on speech and language).	We have used EYPP funding to provide speech and language training for the SENCo as well as online webinars for speech. We bought resources for speech development, (see below), and paid for specific 1:1 time once a week with the key person.
How you decided what to do. (What analysis did you carry out to identify the areas to spend your money on?)	After assessing the child's speech using the Solent pack Solent NHS Development Checklist it was seen as vital to spend money on developing attention, understanding and speaking as these areas were all very low for her age. After a small improvement, she didn't make progress for six weeks so we carried out a more detailed assessment to feed into her Individual Support Plan using Derbyshire Language Scheme . This gave us a clear awareness that money needed to be spent on helping her understand and say one information carrying word.
What did you do? (How did you spend the funding? Be specific.)	<p>We spent money initially on lots of attention developing toys and activities e.g. flashing balls, bubbles etc. Resources were also purchased to develop understanding and expression on one information carrying word e.g. peg puzzles, Lotto games and car tracks to use alongside aided language displays. Then, as this improved, we bought resources such as verb cards and toys that reflected the child's culture (Africa, clothing, fabric to wrap babies) and her interest (babies), and Language Steps book: Language Steps which has been used to develop expression and understanding on one-two information carrying words.</p> <p>We had already had Makaton training and incorporate this into 1:1 time as well as time spent playing alongside her.</p>

What difference did it make?
(Provide evidence of impact such as tracking of children's learning and development and improved rates of progress.)

Since September 2019 and after five months of intervention, she has made two to three steps of progress in all areas of Communication and Language. She is now able to attend in an activity of her choice and will engage in an activity for up to twenty minutes.

Attention has improved and is now age appropriate. She gives appropriate eye contact and responds to her name. She can take turns in activities knowing when it is her turn and when it is time for someone else's turn. She enjoys group activities and will sit and attend for up to fifteen minutes, joining in with adult support in the form of simple sentences and gestures to help her know what to do.

Understanding is slightly below age appropriate if it is accompanied with a gesture to support. She can choose an object accurately from a choice of well-known objects e.g. teddy, house, phone and follow routine instructions.

Speaking has gone from no utterances to lots of copied utterances. She uses gesture to support what she is trying to say and is starting to copy the words and gestures/Makaton signs of those around her to develop her communication. She will copy our Makaton signs but doesn't yet use them independently. She sings along with nursery rhymes with improved clarity and we will now be introducing nursery rhymes with Makaton to support her further.

When she joined in September 2019, she cried at transition times and would shriek and snatch to communicate. We used a visual timetable to help her know what was next as well as a 'needs' board with key photos for her to point to, to show what she needed e.g. food/water/toilet/story/cuddle/play.

Her levels of Personal Social and Emotional Development (PSED) are age appropriate and she feels settled and supported by those around her. She smiles when we say 'hello' in her home language and has enjoyed interacting with the dual language story sack we sent home.

The use of cultural resources such as the dual language books, African babies and clothes, use of home language, was put in place to help her feel welcome, settled and secure as well as to develop her language skills. This has had the desired impact as she seeks out two-three close friends to play with and engages with them and accepts their needs within play by sharing rather than snatching.

She will continue to receive planned interventions and targeted adult support during child-initiated play. See below for tracking information.

Her tracking in September 2019 was below Age-Related Expectations (ARE) shown in red:

Communication and Language		
Listening and attention *	22-36	Developing
Understanding *	16-26	Developing
Speaking *	8-20	Developing

In December 2019 her Listening and Attention was at ARE (green) and she had progressed to:

Communication and Language		
Listening and attention	30-50	Developing
Understanding	22-36	Emerging
Speaking	16-26	Developing

In Spring 2020 her development had stalled so further assessments and support have been put into place.

Communication and Language		
Listening and attention *	30-50	Developing
Understanding *	22-36	Emerging
Speaking	16-26	Developing