Allocation of EYPP Funding- Example

Funding Term: Autumn (*Autumn, Spring or Summer)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Child’s Name | Learning and Development Need | Ideas on how to spend the funding | Amount Received | Impact |
| *Jane Smith* | *PSED- supporting her to self-regulate and understanding emotions.*  | *Training for staff around emotions- The Education People.* *The Colour Monster Book**Mirrors**Nurture groups* *Additional dens/ small spaces**Sensory baskets and objects**Early Talk Boost Intervention*  | *£££* | *Staff are more confident in supporting Jane to understand her emotions. She is now telling us when she is angry by pointing to a red coloured monster, rather than throwing items.* *She is using the additional small space created in the garden to take herself to and explore tactile objects in when feeling overwhelmed.*  |
| *Freddie Jones* | *Access to meals at the start of the setting to support his focus and engagement.*  | *Breakfast bar**Additional snack items* | *£££* | *Since coming in and having breakfast, Freddie appears to settle quickly into the daily activities. His can hold his attention at activities for longer and has less moments of dysregulation.*  |