Ideas About How to Use Early Years Pupil Premium (EYPP)

The following ideas are not an exhaustive list and have been gathered by early years providers. Whatever ideas you choose, they will need to be in response to the individual learning needs of the eligible children that are currently with you.

**Family Involvement**

* Introduce home visits to support home to setting transition.
* Follow the transition guidance and use templates such as My First Transition on [Kelsi.](https://www.kelsi.org.uk/early-years/equality-and-inclusion/transitions-in-the-early-years)
* ‘Stay and play’ sessions.
* Family library e.g., toy library, story sacks; information library, leaflets.
* Home learning bags/activity packs.
* Book vouchers to promote bedtime stories.
* Breakfast club-include families.
* Purchase/ contribute to online journal system to share learning opportunities with families.
* Communication and language workshop in family’s first language.
* Key person attends workshops/training with family’s activity sessions for families and children with materials provided.
* Family training/workshops e.g., schemas, cooking-sharing healthy recipes/lunch boxes, storytelling, speech and language.
* Family workshops with external professionals e.g., baby massage.
* Saturday morning family play sessions.
* Family support coffee mornings or evenings for advice and socialising.

**Engagement**

* Visual resources.
* Duplicating familiar aids/resources that child has at home.
* ICT equipment/computer/software e.g., Dictaphones/talking tins to support home learning, iPad for children and staff.
* Develop outside area-low level equipment-climbing frame, ride-on, canopy.
* Prepared space for small group work/adaptations to the environment.
* Dual language resources e.g., books.
* Resources for literacy e.g., story sacks, song boxes, lending library or ‘share bear’.
* Resources for numeracy.
* Providing transport where child would not be able to attend.
* Cooking equipment.
* Continuous Professional Development
	+ Training targeted to children’s needs.
	+ Special Educational Needs and Disability/Inclusion training e.g., supporting children with English as an Additional Language (EAL), Autism Education Trust (AET) training, Makaton, Behaviour as a Communication training.
	+ Visit Pen Green nursery/research centre to find out more about schemas.
	+ Training or workshops on child development; observation, assessment, and planning; speech and language (e.g., Early Talk Boost) sustained shared thinking and interactions, problem-solving approach to conflict, managing anxiety/stress.
	+ CHIRP Toolkit.
	+ Write Dance training.
	+ Solihull training.
	+ Forest school training.
* Additional Services for Children
	+ Supplement cost of new experiences for children e.g., use of mini-bus, outings, visits-seaside, woods.
	+ Zoo Lab.
	+ Physical Development programmes outside-fitness/coaching/boot camp sessions.
	+ Visits from community groups.
	+ Visiting musician/artist/carpenter.
	+ Yoga/meditation.

**Setting**

* Internet access at the setting.
* Additional staff to free up key persons e.g., work with external professionals, small group work, spend time with families; support more confident/able children to interact with others.
* Non-contact time for SENCo for targeted planning.
* Fund attending meetings e.g., Team around the Child.
* Improve pay e.g., to attract early years graduate.
* Fund additional hours/extended sessions.
* Staff cover for training.
* Paying for translation, interpreter.
* Role-modelling teaching/listening skills.
* Free cooked meals.
* Having developmentally appropriate cups for children to transition from a bottle to.
* Having a separate changing bag for the setting with nappies and wipes.
* Liaison with Schools
	+ Summer holiday transition sessions in liaison with school/Year R.
	+ Transition packs to take home.
	+ Employ a Family Liaison Officer (FLO) e.g., support with attendance/access to school FLO.
	+ Extend school family support worker time with pre-school age children.
	+ School SENCo for nursery and Year R only (maintained nursery).
	+ Play dates out of school.
* Collaborative Working
	+ Pooling money.
	+ Sharing cost of training.
	+ Focussed visits to other settings e.g., sharing ideas, peer observations.

**Specialist Services**

These could be accessed as part of a collaboration.

* Educational Psychologist.
* Family Liaison Officer.
* Speech and Language Therapy.
* Health Visitor to support families once a term – sleeping, potty training, eating.
* Counselling e.g., bereavement.
* Music therapy.
* Play or Lego therapy.
* Language specialist for EAL – to train staff/interpreter.